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ABSTRACT

A report is given of an evaluation of a consortium comprised of two suburban school districts, their respective professional teacher associations, and the University of Washington College of Education. This teacher education program is performance-based and field-oriented. The program, its rationale and development, are described, and actively involved personnel are listed with roles and responsibilities identified. An analysis is presented of the characteristics of the program and the attitudes of participants toward them. The organization and management of the program are discussed. Certification requirements for students are included. (JD)

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INTERNAL EVALUATION OF THE NORTHLINE - UNIVERSITY OF WASHINGTON TEACHER CERTIFICATION CONSORTIUM

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PART ONE
PROGRAM OVERVIEW

Introduction

Research and evaluation represent major components of the University of Washington teacher education program. Numerous investigative activities focus on various aspects of the program, some one time only and others longitudinal in nature. Graduate students as well as faculty members contribute to these efforts. Results of evaluation and research activities conducted systematically since 1972 contribute to a growing body of information about the program, thereby permitting decisions about program modifications to stem from an established data base.

A major program decision resulted from data collected during a 1972-1974 study. This investigation compared the Northline field-oriented approach, then elective, and the standard approach, completed by one quarter of student teaching. Results of this two-year study, significantly favoring the field-oriented approach, contributed markedly to the institutionalization of a performance-based field-oriented teacher education program (TEPFO) for all University of Washington certification candidates (Beal and Dimmitt, 1975). The program functions in three patterns, meaning that field placements are made in three somewhat different socio-ethnic-economic environments. This diversity of field placement makes it possible to accommodate the varying professional goals to which the students individually aspire.

The Northline Pattern consists of a consortium of two suburban school districts, Northshore and Shoreline, their respective professional teacher associations, and the University of Washington. *The Seattle Pattern* focuses on the city of Seattle itself, and provides considerable choice of socio-ethnic-economic school environments with the city. *The Metropolitan Pattern* places teacher candidates throughout the area including Seattle, and accommodates those preparing to teach special target populations, e.g., bilingual-bicultural children and the handicapped.

While research is important to all three patterns, this report describes an internal evaluation of the Northline Pattern. The investigation represents the most comprehensive evaluation effort conducted by the Consortium. While continuing evaluation of its program strengths and weaknesses has occurred since obtaining State Board approval in 1974, total program evaluation of the Consortium became possible through a mini-grant from the Office of the Superintendent of Public Instruction. This report includes a description of the comprehensive evaluation design and results obtained through the evaluation process.

A brief overview of the Northline program provides the context necessary for examining the evaluation design presented in Part Two and the data analyses reported in Parts Three through Six. More complete program descriptions appear in the Consortium program document, revised April 1977, and in the document submitted for the ATE 1979 Distinguished Achievement Award. The Northline-University of Washington Consortium received that award in February at the 1979 Association of Teacher Educators national conference.

Program Description

The Northline Consortium is the oldest performance-based, field-oriented teacher preparation pattern of the College of Education, evolving from a conceptual base designed and field-tested in the Northshore Project begun in 1967. Although simplistic in design, this project established the prototype for the Northline Consortium and subsequently for the entire University field-oriented teacher preparation program.

The following brief descriptions establish the demographic environments of the two school districts that constitute the locales for the Northline Consortium field component. These districts are adjacent to the north city limits of Seattle.

The Northshore School District serves approximately 13,000 students enrolled in eleven elementary, four junior high, and two senior high schools. Roughly five percent of the students represent ethnic minority groups; seventy percent of the schools qualify as Title I target schools. Because of available land for building homes, the district is experiencing rapid development of new neighborhoods, accompanied by growing student immigration in Northshore schools.

The Shoreline School District enrolls approximately 11,300 students in 14 elementary, three middle, and three senior high schools. Nearly seven percent of the students represent ethnic minority groups; four of the elementary schools qualify for Title I fundings. The community rapidly is approaching saturation, with few new housing starts. This condition results in deteriorating neighborhoods, with some areas becoming increasingly transient. Shoreline is experiencing a steady decline in school enrollment.

The Northline Consortium provides a multi-quarter preparation sequence for interns, designed to promote consistent demonstration of teaching competencies over an extended period of time. Program elements which ensure that Northline interns will have appropriate breadth and depth of knowledge include academic, professional, and practicum components totaling a minimum of 180 quarter credits and selected to meet University of Washington graduation requirements.

As shown schematically in Table 1, elementary level interns experience a four-quarter sequence of integrated campus and field experiences; secondary level interns participate similarly over a three-quarter sequence.

Table 1

NORTHLINE ELEMENTARY PATTERN

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
Learning and Evaluation Courses Introductory Clinic and Electives	Reading and Language Arts Clinics and Electives	Mathematics, Science, and Social Studies Clinics	Certificated Teaching Practicum
Field Practicum	Field Practicum	Field Practicum	

NORTHLINE SECONDARY PATTERN

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	
Learning and Evaluation Teaching Strategies Clinic Elective	Teaching Methods Teaching Strategies Clinic Elective	Certificated Teaching Practicum	
Field Practicum	Field Practicum		

Campus and Field Experiences Sequence for Elementary and Secondary Level

Both Northshore and Shoreline School Districts have been involved in collaborative teacher education efforts with the University of Washington across the years. As a result of extensive program development, and within the context of broad teacher education goals for the University, seven program characteristics emerged for the Northline Consortium.

The program will:

--be performance-based and field-oriented;

--integrate theory and practice;

--utilize a collaborative management system;

--employ a systematic intern selection process;

--provide for professional staff development;

--provide realistic classroom teaching experiences through temporary intern certification; and

--utilize systematic research and evaluation as a basis for program change

These program assumptions establish a conceptual base for all Northline efforts, including the teacher preparation program, a summer inservice program for teachers that provides an important linkage with the Northline Consortium,

and the current pursuit of means to establish a Teacher Center with federal support. These developments are possible only through the long-standing collaborative efforts to achieve excellence in teacher education made by these agencies.

Performance-Based Concept

The program emphasizes teaching behaviors to be demonstrated by interns in actual instructional settings. Program outcomes for interns stem from the specification of three broad roles that teachers are expected to assume - teacher as a person, as a scholar, and as a facilitator of instruction. These roles relate to a conceptual model representing certain assumptions about the nature of teaching.

A primary assumption holds that teaching may be classified into four broad areas: 1) personal and professional, 2) instructional preparation, 3) instructional implementation, 4) instructional evaluation. The last three areas, having a linear and cyclical relationship, represent universally accepted components of a systematic teaching process. The first area forms a foundation of affective and cognitive behaviors that directly influences the degree of quality a given intern produces in an instructional situation.

Categories of characteristics and generic teaching skills, specified for each broad teaching area, become performance goals that establish the following program outcomes for interns. In their unique teaching styles interns will develop and demonstrate:

--a positive concept of self in relation to their place, function, and responsibilities,

--knowledge of concepts, structure, and processes of their subject,

--human qualities that enhance the potential for productive student learning,

--knowledge about important physical, psychological, social, and emotional characteristics of learners,

--skill in the development and use of instructional objectives,

--skill in prescribing learning activities, teaching strategies, and instructional materials to achieve objectives,

--techniques for managing learning activities, instructional materials, physical equipment and environment,

--skill in using multiple teaching strategies and techniques,

--skill in using processes that encourage interpersonal communication and humanistic interaction,

--knowledge about diagnostic, formative, and summative measurement techniques,

--use of information from planning, instruction, feedback, and measurement in modifying instruction.

These outcomes correspond to the categories of teacher performance incorporated into the Performance-Based Evaluation Instrument (PBEI) employed in the

total University field-oriented program. Evaluative criteria specified for each category are used to judge the quality of intern demonstration of each performance goal.

Field-Oriented Approach

This teacher education pattern is field-oriented, not field-centered - that is, *Northline is characterized by multi-quarter concurrent on-campus clinics and field practicums.* Learning experiences in both settings facilitate achievement of the specified performance goals by integrating, as closely as possible, the activities that occur in each setting. Topics studied in clinics are extended through relevant activities in the schools. Practicums provide application and practice experiences to reinforce clinic learnings within the context of various Northline field settings.

Integration of Theory and Practice

Primary responsibility for assuring the integration of theory and practice in Northline rests with the clinic professors and an administrative field coordinator (contracted teacher) for each district. Interns acquire theories about teaching in on-campus clinics, taught by clinic professors and their graduate assistants. Teaching practice in district classrooms is organized and evaluated by the Northline administrative field coordinator and a cadre of field supervisors.

As observed in Figure 1, campus experiences during the first quarter, emphasizing educational psychology, teaching strategies, classroom management and curriculum design, are integrated with field activities that incorporate extensive directed observations of students and teachers.

In the middle quarter(s), clinics emphasize development of teaching skills as applied in major curriculum areas for elementary or secondary levels. Professional role development also is stressed. Participation in classroom activities continues, with tutoring experiences, then small group instruction, and eventually large group teaching. Seminars with the administrative field coordinator, supervisor, and district specialists, supplement classroom and clinic activities.

Interns are in the field full-time during the final quarter. Temporarily certified at that time, they function under the supervision of their field associate teacher and the field coordinator. During this time, interns assume increased responsibility for full-time instruction and refine their teaching skills and techniques.

Collaborative Management System

Collaboration is the key concept of the program, woven into its entire fabric.

The management system is based on a team approach made possible through careful planning to implement inter-agency decision making in the selection, advisement, supervision, evaluation, recommendation, and job-placement of interns. The management system also prescribes responsibilities for each program role, a provision that tends to reduce the possibility of various role conflicts. Regular meetings of agency representatives assure opportunity for information sharing and problem solving. Data generated at these meetings contribute to modifications in the management system.

Systematic Intern Selection Process

As one pattern of the College of Education program, Northline adheres to College regulations for intern selection. The College maintains an enrollment control system, based on quarterly intake quotas for both elementary and secondary levels. Intake occurs any quarter except summer. A systematic selection process makes possible the identification of individuals who have the potential to complete the program successfully.

For the secondary level, this process starts with candidate recommendation by the Arts and Sciences academic departments in which he or she is securing a teaching major, based on established departmental criteria. Next, students apply in the College of Education to the TEPFO pattern of their choice. Northline applicants who meet all admission criteria have a campus interview with faculty associated with the Northline pattern. The final step involves a field interview, based on established criteria, with a team of school persons and professional association representatives from Northshore or Shoreline schools. For the elementary level, application in the College to a TEPFO pattern initiates the process, followed by steps outlined for the secondary level.

Selection into Northline occurs only after acceptance through the field interview process. Then a contract, portraying the entire program sequence, is signed by the candidate and the Northline pattern faculty coordinator. This contract assures the intern that the program will be available as indicated and also permits the College to allocate faculty resources on the basis of quarterly intake information.

Temporary Intern Certification

In Northline, interns spend multiple quarters under the direction and supervision of their assigned field associate teacher. To compensate those teachers for their valuable professional assistance, beyond the modest honorarium, a special feature has been designed into Northline.

Interns hold the Preparatory Teacher Certificate (State of Washington) during

the final quarter full-time internship if they taught successfully for a minimum of two weeks during the previous quarter and demonstrated acceptable performance on all PBEI evaluation categories. Field associate teachers, therefore, have opportunity to engage in a variety of curricular and professional development activities, as their supervisory responsibilities are reduced. Normally, interns assume the teacher's total responsibility for a minimum of five weeks during the final quarter.

The Preparatory Certificate is valid only for the specific preparation situation. Upon program completion, when interns are judged as having demonstrated competence on all PBEI categories, they are recommended for regular state of Washington certification.

Professional Staff Development

Staff development in Northline results from a variety of activities that emphasize development of competencies needed to implement role responsibilities: Activities take the form of credit-bearing seminars, quarterly orientation meetings, evaluation workshops, and consultant assistance provided by administrative field coordinators, clinical professors, and school district specialists.

Research and Evaluation Change Model

The Northline design makes possible a continuing evaluation of program strengths and weaknesses. The design includes (1) a set of assumptions that provides a rationale for the training experiences, (2) performance goals describing terminal intern behaviors, (3) a management system that includes well-defined roles and responsibilities for all participants, and (4) a clearly delineated decision-making model. These four components provide a wide diversity of evaluative data for making decisions concerning Northline program modifications.

Program Implementation

The concept of a team approach permeates all program implementation activities, from the time an intern interviews for selection into Northline, through the multi-quarter preparation experience, and finally in job placement. Interaction and communication among all groups effects the various implementation processes. Even to the most incredulous observers, a short time spent in the Consortium should dispel the all too prevalent misconception that sharing of responsibilities between school districts and an institution of higher education inevitably leads to a

situation where the institution controls all decision making.

The positive interface between Northshore and Shoreline Districts and the University of Washington enhances the potential for successful program implementation. For example, in the classroom field associate teachers and interns work together as teaching teams. This arrangement is mutually beneficial to pupils, interns, and field associate teachers. These participants also benefit from the planned interrelationship between what is going on in the classroom and the clinic. This interface of theory and practice creates a learning situation for the interns, and in many cases for the field associates, where professional growth accelerates rapidly. Futhermore, the Consortium promotes genuine cooperation between clinic professors and school district personnel. These professors have the latest available approaches and materials for instructional purposes. District consultants work with clinic professors to ensure a continuity of instructional emphasis. Training experiences offered by the consultants and professors inform field associate teachers and principals about the instructional approaches and provide them optimum ways of working with interns. For a complete portrayal of personnel involved, see the Personnel-Service Matrix on the following page.

Table 2

PERSONNEL INVOLVED

Program personnel provide a wide diversity of services to interns enrolled in the teacher education program. These services are provided through the collaborative efforts of university, school district, and professional association personnel as shown below.

SERVICES	University Professors	Field Assoc. Teachers	Admin. Field Coordinators	Field Coordinators	Teaching Assistants	Interns	School Principals	School Psychologists	School Department Heads	School Resource Specialists	Prof. Assoc. Representatives	University Administrators*	School District Admin.	Faculty Coordinators
Teach related courses and seminars	x		x	x					x				x	
Supervise work of interns on a daily basis		x												
Observe intern and provide written evaluation	x	x	x	x	x		x		x				x	
Provide orientation to program	x	x	x	x	x		x		x	x	x	x	x	x	
Participate in intern selection process	x	x	x	x	x		x				x	x		x	
Participate in the placement of interns		x	x	x			x		x			x		x	
Coordinate on-campus and field work of intern		x										x		x	
Provide support services to intern	x	x	x	x	x		x	x	x	x	x	x	x	x	
Share responsibility for program governance	x	x	x	x	x	x	x				x	x	x	x	
Provide leadership in program evaluation	x		x							x		x	x	x	

*Dean of the College, Associate Dean for Teacher Education, Chairperson of the Area of Curriculum and Instruction, Director of Advisory Services and Field Experiences, and Director of Teacher Placement.

Personnel-Service Matrix

PART TWO

EVALUATION DESIGN

Introduction

Evaluation of the Northline-University of Washington Teacher Certification Consortium takes various forms. Since obtaining State Board of Education approval in 1974, continuous informal evaluation has resulted through efforts of the Operations Committees established for both elementary and secondary levels. These committees function primarily to examine the on-going Consortium activities and to identify areas of concern for referral to the Steering Committee where action can be initiated.

Site visits to the Consortium by the Office of the Superintendent of Public Instruction provide another form of evaluation. During such visits, the SPI team obtains information on which to base a recommendation to the State Board for continued Northline approval. Most of the information stems from self-report, either in person or in writing. Summaries of these SPI evaluations contribute to program modifications and refinements.

Formal evaluation of Northline intern teaching performance and attitudes toward the preparation program occurs quarterly as part of the larger University of Washington program evaluation effort. Collected since 1972, this information forms a data base for research and evaluation on the entire teacher certification program.

Doctoral dissertations prepared by graduate students in education provide a vital form of evaluation for Northline. Frequently, such efforts focus on a specific component of the program and the variables that influence that component. Such research is highly encouraged.

The evaluation presented in this report portrays still another form. Information obtained through previous evaluation efforts suggests that Northline represents a systematically conceived program, operates through a functional management system, and produces well-qualified interns who hold favorable attitudes toward their preparation experiences. The present evaluation effort attempts to validate these suggestions statistically.

Evaluation Design

Three independent, yet closely interrelated program dimensions provide the structure for the evaluation design. These include the conceptual dimension

focusing on program assumptions, the management dimension emphasizing participant roles and responsibilities, and the product dimension examining intern teaching performance and attitudes towards their preparation.*

As depicted in Figure 1, the program assumptions focus on program, articulation, evaluation, or a combination of these functions. Likewise, responsibilities of the various role agents serve to implement the assumptions for interns in the program. Intern teaching performance and attitudes toward their preparation experiences result as the product of Northline.

NORTHLINE EVALUATION DESIGN

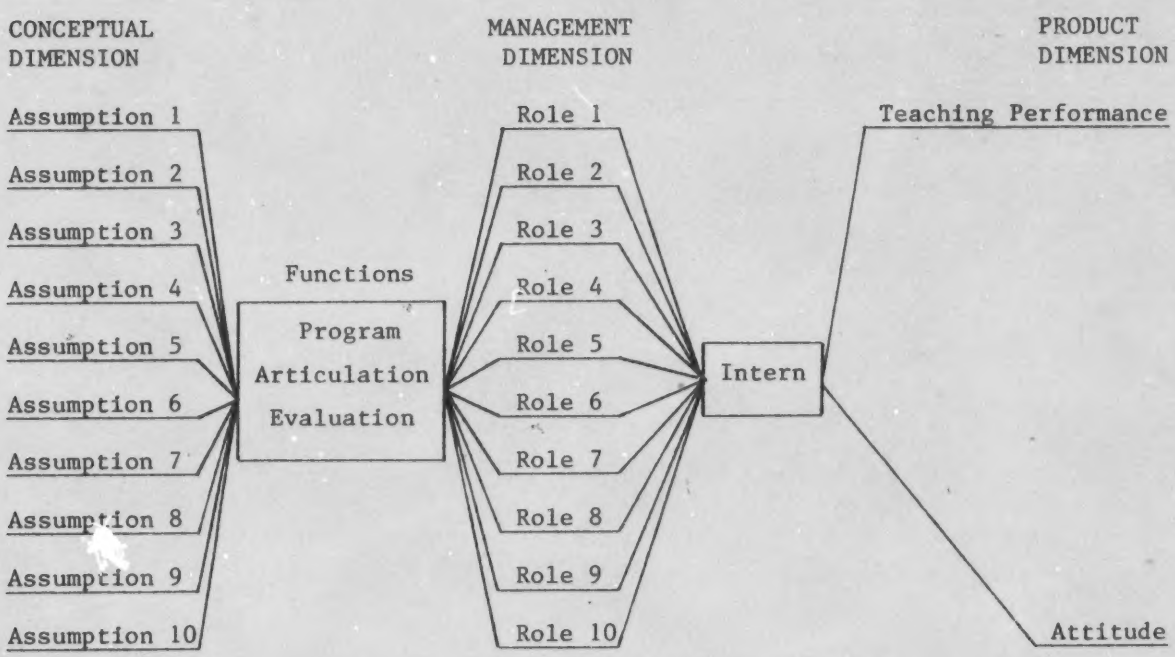

Figure 1

Relationship Between Program Assumptions, Role Responsibilities, and Outcomes

*This arrangement enhances evaluation efforts by eliminating the necessity of evaluating perceived conceptual outcomes in the same context as perceived management roles and responsibilities.

Data Collection

There is a direct relationship between the way participants perceive specified components of any teacher preparation program and the extent to which these components become operational in the conduct of the program. Participant perceptions markedly influence the implementation of program objectives. Therefore, the internal evaluation of Northline utilizes a perceptual, self-assessment approach.

Data for most of the evaluation represent responses to a comprehensive questionnaire administered on a voluntary basis to program participants involved during Spring Quarter 1978. (See Appendix A). Respondents included 73 elementary and 38 secondary level interns at each quarter of participation (four for elementary and three for secondary), their respective field associate teachers and school principals, field coordinators, administrative field coordinators, teaching assistants, generic skills professors, methods clinic professors, clinic coordinators, and the faculty coordinator. A total of 220 Northline participants responded to the questionnaire.

The questionnaire format assures anonymity for all participants who voluntarily responded to the questionnaire. This report does not include data from a participant group when the number of respondents prevents assuring such anonymity.

Data obtained from the first section of the questionnaire were analyzed to determine the extent to which program characteristics are perceived to be operational in Northline. These characteristics correspond to the program assumptions in Figure 1. Results are described in Part Three of this report.

The second section of the questionnaire focuses on responsibilities identified for each of the Northline roles and the extent to which these responsibilities are being assumed. These responsibilities, serving articulation, program, or evaluation functions, relate directly to the program assumptions. Effective implementation of these prescribed responsibilities influences the teaching performance and attitudes of interns. Analyses of these data appear in Part Four.

While it does not fit conceptually into the evaluation design shown schematically in Figure 1, the questionnaire also includes a consideration that is not unique to Northline. Participants in the University of Washington Teacher Preparation Program express concern about courses required in the program and sequencing of those courses. Inclusion of nine such concerns in the Northline questionnaire provides opportunity to examine Northline participant perceptions about these concerns. Results appear in Part Seven.

A different data source was utilized for the analyses of intern teaching performance and attitudes presented in Part Five. At the conclusion of their certification program, all University of Washington interns complete a questionnaire about

the value of program components and how well the total program prepared them to demonstrate the expected performance criteria. Ratings of their teaching performance evaluation are added to their response forms, making attitude and performance analyses possible. A brief summary of results appears in Part Six.

Data Analyses

Data collected through the sources previously described were treated statistically using analysis of variance, Duncan's multiple range procedure, and t tests to identify differences in perceptions between and among Northline participant groups. In addition, Pearson Product-Moment correlations were computed.

The .05 level of significance established critical values for all statistical analyses.

PART THREE

NORTHLINE CONSORTIUM CONCEPTUAL DIMENSION

Introduction

As indicated in the program description of Part One, seven characteristics establish the conceptual base for Northline. These characteristics represent ten assumptions about effective teacher education. The ten assumptions serve articulation, program or evaluation functions.

The first section of the questionnaire required respondents to indicate, on a four-point scale, how well the program provides opportunity for each of the ten assumptions to be implemented. Participants also rank ordered each assumption in terms of its relative importance in the program.

The obtained responses provide data for comparing perceptions of interns and their field associate teachers across the multiple quarters of the program as well as for examining perceptions between and among all other participant groups. In addition, the relative importance of each assumption to each group becomes apparent.

Analyses of Northline Program Characteristics

Two types of analyses were conducted. The first of these examines the absolute ratings of perceptions of each role group about opportunity provided in the program for each assumption to be implemented. The rating indicators were quantified using a Likert Scale with 1 indicating excellent, 2 good, 3 fair, and 4 poor. The lower the rating, therefore, the better the perceived opportunity for implementing an assumption.

The second analysis examines the ranks assigned to each characteristic in order of its relative importance, with the most important characteristic ranked first. This made possible a comparison of the extent to which a program assumption is being implemented with the value given that assumption.

Each assumption serves either an articulation, program, or evaluation function, assigned as follows:

Assumption	Function
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	1. Program
2. evaluation of interns based on classroom teaching performance.	2. Evaluation
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar, and a facilitator.	3. Program

Assumption	Function
4. individualization of interns' program experiences.	4. Program
5. interns to demonstrate competencies over time and in varied teaching situations.	5. Program
6. intern acquisition of knowledge about teaching with concurrent application experience in the classroom.	6. Program
7. identification and remediation of problems related to intern teaching performance.	7. Evaluation
8. interns to be screened and selected through a standardized process.	8. Articulation
9. continuing career development for field associate teachers.	9. Program
10. collaborative management of program activities.	10. Articulation

Absolute Ratings of Characteristics

Means and standard deviations of ratings by each role group were computed, with partial group means by quarter of participation for interns and field associate teachers also computed. See Appendix B for mean tables of intern and field associate ratings. Separate mean tables for the other roles are not provided as the N in each case was too small.

Intern and Field Associate Analyses -- Elementary Level

A number of analyses were made, using the obtained means. First, the mean perceptions of the two intern groups and the two field associate teacher groups were compared, using Duncan's multiple range procedure, to determine whether these four role groups perceived the opportunity to implement each assumption differently. This analysis is summarized in Table 3.

The ten characteristics identified in Table 3 and all subsequent tables and discussions correspond to the ten assumptions, and associated functions, listed on this and the previous page.

Table 3

Characteristics of Northline: Intern and FA Group Means

Characteristic	Elem Intern (N=73)	Sec Intern (N=38)	Elem FA (N=50)	Sec FA (N=21)	Overall F
1	1.67	1.35	1.35	1.24	5.13*
2	1.64	1.87	1.26	1.48	6.69*
3	1.64	1.61	1.46	1.29	2.03
4	1.98	1.84	1.85	1.50	1.89
5	1.61	1.47	1.29	1.24	3.22*
6	1.86	1.74	1.58	1.38	2.79*
7	1.79	1.76	1.71	1.64	.48
8	1.95	2.08	1.81	2.07	.78
9	2.06	2.30	1.87	1.60	3.26*
10	2.05	2.12	1.96	1.83	.57

*$p < .05$

NOTE: Any two means not underlined by the same line are significantly different using Duncan's multiple range procedure.

As observed in Table 3, elementary and secondary level interns and field associates perceive assumptions 3,4,7,8, and 10 similarly, with no significant differences associated with them. The first two serve program functions, the third an evaluation function, and the last two articulation functions.

In the five other comparisons, these significant differences resulted:

Assumption 1: Elementary interns perceive less opportunity to demonstrate teaching competencies across subjects and levels than the other three groups.

Assumption 2: Both levels of interns perceive less opportunity for their evaluation to be based on classroom teaching performance than elementary field associates; secondary interns differ with secondary associates.

Assumption 5: Elementary interns perceive less opportunity to demonstrate teaching competencies over time and in varied teaching situations than both levels of field associate teachers.

Assumption 6: The relating of theory and practice was perceived as less possible by elementary interns than by secondary field associates.

Assumption 9: Both levels of interns perceived less opportunity to relate career development for field associate teachers than secondary field associates; secondary interns differ with elementary associates. **

Multiple Quarter Intern Analyses

It was of interest to determine whether perceptions of interns about Northline characteristics change as they move through the program. Analysis of the elementary level group means, by quarter of participation, appears in Table 4.

**It is interesting to note that assumptions 1,5,6, and 9 all serve a program function; assumption two serves an evaluation function.

Table 4

Characteristics of Northline: Elementary Intern Group Means

Characteristic	1st Quarter (N=20)	2nd Quarter (N=17)	3rd Quarter (N=16)	4th Quarter (N=20)	Overall F
1	2.14	1.75	1.63	1.30	6.65*
2	2.21	1.53	1.63	1.35	5.97*
3	2.21	1.41	1.93	1.20	10.99*
4	2.27	1.88	2.25	1.70	1.94
5	2.00	1.75	1.75	1.15	5.23*
6	2.12	1.94	1.88	1.55	1.93
7	2.00	1.88	1.88	1.50	1.51
8	1.78	2.13	2.07	1.89	.621
9	2.00	2.67	2.23	1.70	3.49*
10	2.09	2.33	2.29	1.65	3.27*

*$p < .05$

NOTE: Any two means not underlined by same line are significantly different using Duncan's multiple range procedure.

As observed in Table 4, four assumptions (4, 6, 7, 8) produced no significant differences across quarters of participation for elementary level interns. Three of these (4, 7, 8) correspond to three of the five assumptions in the intern/field associate analysis that were not significantly different.

In the other six comparisons, these significant differences resulted:

Assumption 1: First quarter interns perceived less opportunity to implement training experience than did third and fourth quarter interns; second quarter interns perceived less opportunity than did fourth quarter interns.

Assumption 2: First quarter interns perceived the opportunity for evaluation based on classroom teaching to be less than that perceived by interns in the other three quarters.

Assumption 3: Each quarter of interns perceived the opportunity to demonstrate competence as a person, a scholar, and a facilitator differently than each of the other three quarters.

Assumption 5: Final quarter interns were more favorable toward opportunity to demonstrate competencies over time and in various teaching situations than interns in the other three quarters.

Assumption 9: Second quarter interns view the opportunity for field associate career development to be less than final quarter interns.

Assumption 10: The collaborative management system was perceived as more operational by final quarter interns than by second and third quarter interns.

Four of the assumptions producing significant differences relate to program functions, one to evaluation, and one to articulation.

Intern and Field Associate Analyses -- Secondary Level

A similar analysis of the secondary level responses, by quarter, is not possible as the N for quarter one was too small. The third quarter provided the largest N for both interns and field associate teachers. Analysis of these responses appears in Table 5.

Table 5

Characteristics of Northline:
Third Quarter Secondary Level Intern and Field Associate Group Means

Characteristic	Interns (N=38)	FA (N=21)	Overall F
1	1.26	1.26	.00
2	1.58	1.47	.32
3	1.50	1.32	1.22
4	1.67	1.53	.39
5	1.29	1.26	.04
6	1.58	1.42	.69
7	1.62	1.68	.09
8	1.91	2.00	.09
9	2.18	1.67	3.33
10	2.00	1.88	.26

Note that no significant differences resulted from responses of third quarter interns and field associate teachers to any of the ten program assumptions. The means of secondary interns, by quarter, are shown in Appendix B.

Field and Campus Comparisons

For a number of roles, an insufficient N made comparison of perceptions about Northline characteristics inappropriate. It was of interest, however, to compare combined perceptions of field-associated roles (principal, field coordinator, administrative field coordinator) and those directly associated with campus (teaching assistants, methods professors, and generic skills professors). A one-way analysis of variance on these two sets of combined means resulted in the differences shown in Table 6.

Table 6

Characteristics of Northline: Campus and Field Personnel

Characteristic	Field Means (N=17)**	Campus Means (N=12)**	Overall F
1	1.24	1.47	3.63
2	1.23	1.67	6.18*
3	1.35	1.83	4.59*
4	1.44	2.45	19.45*
5	1.29	1.82	4.27*
6	1.35	1.33	.01
7	1.47	2.08	6.39*
8	1.41	2.00	4.49*
9	1.94	2.56	3.51
10	1.65	1.67	.01

*$p < .05$
**pairwise deletion of missing data

Note that the field personnel perceive all the characteristics to be implemented more successfully than campus personnel (smaller means indicate more favorable rating), although only six produced significant differences. One of these characteristics serves an articulation function, three represent program functions, and two serve evaluation functions.

Correlations Between Mean Perceptions of Northline Characteristics

It also was of interest to examine how the mean perception of each role group and subgroup about the implementation of Northline characteristics relates to mean perceptions of all other role groups and subgroups. These relationships are shown in Table 7.

Several interesting patterns appear in the correlation matrix of Table 7. For both elementary and secondary levels, the perceptions of interns become more similar to those of their field associate teachers as they move through the program. Note that the strongest correlation for secondary level is between third quarter FA's and interns, and between all FA's and all interns at the elementary level. While the differences are not as great in relation to other roles, intern perceptions about implementation of Northline characteristics do tend to become more similar to those of all other roles by the time they complete the preparation program.

Table 7

Correlations Between Mean Likert Ratings on Northline Characteristics

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. E Int	--														
2. S Int	.83	--													
3. All Int	--	--	--												
4. E FA	.97	.78	.91	--											
5. S FA	.68	.76	.76	.72	--										
6. All FA	.94	.82	.92	--	--	--									
7. All Prin	.81	.86	.86	.81	.73	.83	--								
8. E Int-1	--	-.35	--	-.28	-.64	-.40	-.53	--							
9. E Int-2	--	.01	--	.16	.01	.12	.23	-.23	--						
10. E Int-3	--	.74	--	.95	.56	.88	.78	-.13	.00	--					
11. E Int-4	--	.82	--	.87	.81	.91	.74	-.43	.25	.74	--				
12. S Int-1	.46	--	--	.51	.62	.58	.68	-.59	-.09	.47	.34	--			
13. S Int-2	.61	--	--	.51	.59	.56	.66	-.19	-.15	.50	.68	.14	--		
14. S Int-3	.88	--	--	.84	.75	.87	.90	-.37	.10	.80	.84	.65	.80	--	
15. S FA-3	.76	.82	.83	.79	--	--	.79	-.60	.03	.64	.84	.66	.62	.82	--

NOTE: -- either correlation with itself or part-whole correlation

Analysis of Absolute Ratings of Northline Characteristics

In general, participant role groups perceived the ten Northline characteristics to be implemented at a good or excellent level (means of 2.00 or less). Also, field personnel held more favorable perceptions about effective implementation than campus personnel.

When considering mean responses for each of the participating groups, the lowest mean for all roles (2.56) resulted from campus personnel responses to the ninth characteristic (continuing career development for field associate teachers). The best group mean (1.23) resulted from field personnel perceptions about the second characteristic (evaluation of interns based on classroom teaching performance).

With the exception of field associate teachers, participant groups perceived characteristic nine (continuing career development for field associate teachers) to be least effectively implemented. Elementary field associates rated characteristic ten (collaborative management system) to be least effective and secondary field associates rated characteristic eight (intern selection) to be least effective.

When grouping the Northline characteristics by functions served, it is noted that the two articulation functions, eight and ten, generally are perceived to be least effectively implemented. (Note exceptions with combined field personnel). The two evaluation functions, two and seven, are perceived to be among those considered more effectively implemented by all groups except campus personnel on the seventh characteristic. Four of the six program functions, one, three, five and six, are perceived across groups as among the better implemented of all characteristics. Two others, four and nine, produced some of the least favorable results.

Ranks Assigned to Northline Characteristics

Analysis of the ranks assigned by participants to the ten Northline characteristics represents the second major approach to examining these program assumptions. On the questionnaire, after respondents rated how successfully each characteristic is being implemented, they were asked to number each one in order of its importance, with rank one assigned to the most important characteristic.

Given these rankings, it is possible to determine how essential each characteristic is perceived by participants as well as the relationship between perceived value and the extent to which each characteristic is being implemented in the program, discussed in the previous section.

These results are reported separately by teaching level, for interns and field associate teachers. Due to the small N for the other roles, however, the report combines all other field personnel into one group and the combined campus personnel into a second group for purposes of comparing responses.

Please refer to Table 9 for identification of Northline characteristics when examining the tables of absolute rankings in this section.

Intern Rankings

Table 8

Absolute Rankings of Northline Characteristics: Elementary Level Interns

Characteristic	N	Median Ranking	Ranks 1	2	3	4	5	6	7	8	9	10
1	(68)	2.833	28	4	6	6	5	7	2	5	0	5
2	(68)	3.324	10	10	17	3	10	4	11	1	1	1
3	(68)	4.500	8	12	11	3	12	12	6	1	1	2
4	(68)	4.800	7	5	7	12	10	13	10	2	1	1
5	(67)	4.708	7	14	4	6	12	7	7	4	2	4
6	(67)	4.917	3	8	7	13	6	10	8	6	0	6
7	(66)	5.857	2	8	6	8	6	7	11	8	2	8
8	(66)	7.056	2	3	6	7	5	5	9	10	10	9
9	(66)	8.600	1	2	3	5	1	2	2	15	20	15
10	(66)	8.879	0	0	1	4	1	1	2	13	29	15

These rankings represent the combined responses of elementary interns in all four quarters of the program. Use of the combined responses provided a more comprehensive assessment of the relative value placed by interns on the ten characteristics.

The N indicated that five interns did not rank the characteristics. Also, one person did not assign ranks to characteristics five through ten and another did not rank characteristics seven through ten.

Examination of the median ranks in Table 8 indicate that, as a total group, elementary interns placed increasingly less value on each characteristic as they moved through them (except for the slight difference between 4 and 5). This exact ranking pattern, however, holds only for the first rank. The largest number ranked the first characteristic as number one. Characteristic five was ranked number two by the most interns, while characteristic two was ranked third. Multiple characteristics were associated with the most responses for ranks five through eight. Rank nine was clearly assigned to the tenth characteristic, while rank ten was divided between nine and ten.

Note also that the number of elementary level interns who placed each characteristic among the top five ranks generally decreases in descending order of listed characteristics while the number who placed each characteristic among the bottom five ranks increases in descending order of listed characteristics. See Table 9 for percentages of these rankings.

Table 9

Percentage of Rankings Assigned to Northline Characteristics: Elementary Level Interns

Characteristics	Percentages Top Five Ranks	Bottom Five Ranks
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	72	28
2. evaluation of interns based on classroom teaching performance.	74	26
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar, and a facilitator.	68	32
4. individualization of interns' program experiences.	60	40
5. interns to demonstrate competencies over time and in varied teaching situations.	64	36
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.	55	45
7. identification and remediation of problems related to intern teaching performance.	45	55
8. interns to be screened and selected through a standardized process.	35	65
9. continuing career development for field associate teachers.	18	82
10. collaborative management of program activities	9	91

The ranking pattern of secondary interns, shown in Table 10, resembles that of elementary interns.

Table 10

Absolute Rankings of Northline Characteristics: Secondary Interns

Characteristic	N	Median Ranking	Ranks 1	2	3	4	5	6	7	8	9	10
1	(30)	2.875	10	2	8	4	3	2	1	0	0	0
2	(30)	3.929	5	6	1	7	5	3	2	0	1	0
3	(30)	3.214	8	2	7	1	3	2	4	1	0	2
4	(30)	4.875	0	4	7	1	8	3	3	2	2	0
5	(28)	4.833	3	4	1	5	3	5	4	1	1	1
6	(28)	5.000	1	3	4	4	4	6	5	0	0	1
7	(28)	5.700	0	5	2	4	2	5	3	2	2	3
8	(28)	7.536	1	1	0	1	1	2	5	6	6	5
9	(28)	8.500	1	0	0	1	0	0	5	7	8	6
10	(28)	8.928	0	0	0	0	0	1	0	9	8	10

Again, these rankings represent the combined responses of all three quarters of secondary level interns. Eight of the total population did not rank the charac-

teristics and, of the 30 who did, two did not rank items five through ten.

The median rankings, as with the elementary level, generally represent a descending order of the ten characteristics as they were listed. Unlike the elementary level, this ranking pattern does not hold totally for the first ranking across characteristics. However, the first characteristic, with one exception, was ranked in descending order of number of responses from one through ten.

For the secondary level, differences of rankings assigned the top five and bottom five ranks across all characteristics are very pronounced. Percentages of these rankings are shown in Table 11.

Table 11

Percentage of Rankings Assigned to Northline Characteristics: Secondary Level Interns

Characteristics	Percentages	
	Top Five Ranks	Bottom Five Ranks
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	90	10
2. evaluation of interns based on classroom teaching performance.	80	20
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar, and a facilitator.	70	30
4. individualization of interns' program experiences.	67	33
5. interns to demonstrate competencies over time and in varied teaching situations.	57	43
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.	57	43
7. identification and remediation of problems related to intern teaching performance.	46	54
8. interns to be screened and selected through a standardized process.	14	86
9. continuing career development for field associate teachers.	7	93
10. collaborative management of program activities	0	100

More than half of all elementary interns placed the first six characteristics among the top five ranks. Only the last two characteristics clearly were ranked low, possibly because interns may not become personally involved with these two characteristics. Over fifty percent of secondary level interns also placed the first six characteristics among the top five ranks, but they placed the last three characteristics clearly in the low ranks, with characteristic ten not placed in

the top five ranks by any intern. Obviously, secondary interns do not perceive that the program is managed collaboratively.

It was interesting to note, when examining intern rankings by quarter, that different patterns emerged. For example, first quarter interns placed much higher value on characteristic eight. Apparently, responses stem from the recency of their experience with each of the characteristics. Therefore, the heavy emphasis on teaching competencies and evaluation. Quarterly rankings are not reported here.

Rankings by interns of the ten characteristics appear to relate to their ratings of effective implementation of these characteristics. Those perceived to be of greatest value in the program tend to be perceived as implemented the most effectively and vice versa.

One wonders what the results would have been had the ten characteristics been listed in a different order.

Comparison of elementary level intern value rankings with absolute ratings of effectiveness shown in Table 3 indicate that the implementation of three characteristics, four, six, and seven, does not correspond with the higher or lower value rankings. For secondary level interns, implementation ratings for items two, four, six and seven do not correspond with the higher and lower value rankings. Correspondence exists with all other characteristics.

Field Associate Teacher Rankings

As with interns, the rankings of Northline characteristics by field associate teachers represent combined responses across all quarters of the program.

Table 12

Absolute Rankings of Northline Characteristics: Elementary Field Associates

Characteristic	N	Median Ranking	Ranks 1	2	3	4	5	6	7	8	9	10
1	(46)	3.300	12	3	10	0	5	3	1	11	0	1
2	(46)	3.100	13	7	5	1	2	12	3	0	1	2
3	(45)	4.375	8	8	3	4	10	2	2	5	3	0
4	(45)	4.400	3	9	6	5	8	5	5	0	0	4
5	(44)	4.125	5	5	7	8	6	5	5	1	1	1
6	(44)	5.250	2	8	5	4	4	6	7	2	2	4
7	(44)	5.643	0	3	2	10	6	7	9	4	1	2
8	(44)	6.900	2	0	4	7	1	4	10	7	2	7
9	(44)	8.864	0	1	2	3	1	2	2	7	11	5
10	(44)	8.917	0	1	0	1	1	0	2	7	24	8

Forty-six of the fifty elementary field associate teachers ranked the ten Northline characteristics, although one ranked only the first two items and another ranked only the first four items.

The order of the median rankings shown in Table 12 is somewhat different than that of elementary interns. There appears to be greater diversity in the way elementary field associates assign the ten ranks.

To examine this, the percentages of rankings assigned to the top five and the bottom five ranks for each characteristic were computed. These are shown in Table 13.

Table 13

Percentage of Rankings
Assigned to Northline Characteristics: Elementary Field Associates

Characteristics	Percentages	
	Top Five Ranks	Bottom Five Ranks
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	65	35
2. evaluation of interns based on classroom teaching performance.	61	39
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar, and a facilitator.	73	27
4. individualization of interns' program experiences.	69	31
5. interns to demonstrate competencies over time and in varied teaching situations.	70	30
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.	52	48
7. identification and remediation of problems related to intern teaching performance.	48	52
8. interns to be screened and selected through a standardized process.	32	68
9. continuing career development for field associate teachers.	16	84
10. collaborative management of program activities	7	93

Elementary level field associate teachers perceived relatively little consistent ranking of the characteristics except those placed at the bottom rankings. This latter situation is consistent with the elementary level intern lowest rankings.

Secondary field associate teachers ranked the ten characteristics with the most consistency. As shown in Table 14, almost one-half of them ranked the first characteristic as number one and the last characteristic as rank ten.

Table 14

Absolute Rankings of Northline Characteristics: Secondary Field Associates

Characteristic	N	Median Ranking	Ranks 1	2	3	4	5	6	7	8	9	10
1	(20)	2.000	9	2	3	1	2	0	1	2	0	0
2	(20)	2.900	4	4	5	1	2	3	0	1	0	0
3	(20)	2.833	2	6	6	1	3	1	1	0	0	0
4	(20)	3.500	2	4	4	1	2	6	0	1	0	0
5	(20)	4.500	1	3	2	4	4	3	2	0	1	0
6	(20)	6.000	1	1	0	3	4	2	7	1	0	1
7	(20)	6.750	1	0	0	3	1	4	4	4	2	1
8	(18)	7.250	0	0	0	4	1	1	4	4	3	1
9	(18)	9.167	0	0	0	1	1	0	0	1	9	6
10	(18)	9.167	0	0	0	0	0	0	1	4	4	9

Twenty of the possible 21 secondary field associate teachers ranked the Northline characteristics. Of these, all responded to the first seven, with two field associates not responding to the last three characteristics.

The ranking pattern of secondary field associate teachers is more apparent when examining the number of rankings in the top five and the bottom five for each of the ten characteristics, as shown in Table 15.

Table 15

Percentage of Rankings
Assigned to Northline Characteristics: Secondary Field Associates

Characteristics	Percentages Top Five Ranks	Bottom Five Ranks
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	85	15
2. evaluation of interns based on classroom teaching performance.	80	20
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar, and a facilitator.	90	10
4. individualization of interns' program experiences.	65	35
5. interns to demonstrate competencies over time and in varied teaching situations.	70	30
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.	45	55
7. identification and remediation of problems related to intern teaching performance.	20	80
8. interns to be screened and selected through a standardized process.	28	72
9. continuing career development for field associate teachers.	11	89
10. collaborative management of program activities	0	100

Secondary level field associates very clearly perceived the first five characteristics to be of most value and the last two to be of very little value. The remaining three are marginal.

In general, both elementary and secondary level field associate teachers ranked the ten characteristics in an order consistent with their ratings of effective implementation shown in Table 3. Only one characteristic, item three, was ranked in the top five of most value but was rated among the bottom five for effective implementation. Secondary field associate teachers rated the fourth characteristic as implemented less effectively than the sixth characteristic, although these two were reversed in terms of value. No other differences existed.

Campus and Field Personnel

The number of respondents in each of the remaining role categories was too small to examine their rankings of Northline characteristics individually. Therefore, all field related personnel (principals, field coordinators, administrative field coordinators) responses were combined. These rankings are shown in Table 16. See the previous table for identification of the ten Northline characteristics.

Table 16

Rankings of Northline Characteristics: Field Personnel

Characteristic	N	Median Ranking	Ranks 1	2	3	4	5	6	7	8	9	10
1	(18)	1.555	11	1	4	0	0	1	1	0	0	0
2	(18)	4.166	0	3	2	5	5	3	0	0	0	0
3	(18)	4.222	1	3	3	3	3	3	1	1	0	0
4	(18)	6.166	2	1	0	0	4	1	3	4	2	1
5	(18)	3.555	1	6	5	2	0	1	2	1	0	0
6	(18)	4.444	2	2	2	4	1	3	3	1	0	0
7	(18)	6.166	0	1	1	2	2	2	5	4	1	0
8	(18)	6.833	1	0	0	2	2	3	1	3	5	1
9	(18)	8.944	0	0	0	0	1	1	1	0	7	8
10	(18)	8.388	0	1	1	0	0	0	1	4	3	8

As can be noted in Table 16, the first characteristic is perceived to be of far greater value than the others. Of interest also is the low value placed on the tenth characteristic, considering the constituency of these respondents.

As with the intern and field associate teacher analyses, it is of interest to examine the percent of rankings assigned by field personnel to the top five and the bottom five ranks for each Northline characteristic. These data are shown in Table 17.

Table 17

Percentage of Rankings Assigned to Northline Characteristics: Field Personnel

Characteristics	Percentages Top Five Ranks	Bottom Five Ranks
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	89	11
2. evaluation of interns based on classroom teaching performance.	83	17
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar and a facilitator.	72	28
4. individualization of interns' program experiences.	39	61
5. interns to demonstrate competencies over time and in varied teaching situations.	78	22
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.	61	39
7. identification and remediation of problems related to intern teaching performance.	33	67
8. interns to be screened and selected through a standardized process.	28	72
9. continuing career development for field associate teachers.	6	94
10. collaborative management of program activities	11	89

When combining the top five and bottom five rankings, field personnel followed a pattern very similar to that of interns and field associate teachers. These rankings relate consistently, except for the reversal of items nine and ten, with ratings of how effectively each of these characteristics is being implemented in the program shown in Table 6.

The other set of combined responses involves the rankings of campus personnel (methods professors, teaching assistants, generic skills professors). These rankings are shown in Table 18.

Campus personnel rankings provide a pattern that is quite different from all other group rankings. This is the only group that assigned any first ranks to the tenth characteristic. This group also had the best ranking (lowest median) for the sixth characteristic. Examination of the percentage assigned to the top and bottom five ranks for each characteristic, shown in Table 19, reveals other differences.

Table 18

Absolute Rankings of Northline Characteristics: Campus Personnel

Characteristic	N	Median Ranking	Ranks 1	2	3	4	5	6	7	8	9	10
1	(14)	4.214	4	0	3	1	1	2	0	2	1	0
2	(14)	7.143	0	0	0	1	1	3	4	2	1	2
3	(14)	4.357	0	7	0	2	0	0	2	2	1	0
4	(14)	6.500	0	0	2	3	1	1	2	0	2	3
5	(14)	4.571	1	1	2	1	5	1	1	1	0	1
6	(14)	3.786	2	2	3	2	2	1	2	0	0	0
7	(14)	6.571	0	0	0	2	4	2	0	2	4	0
8	(14)	4.571	4	1	2	0	0	2	2	1	2	0
9	(14)	8.000	0	0	1	2	0	0	0	3	3	5
10	(14)	4.929	3	3	1	0	0	2	1	1	0	3

Table 19

Percentage of Rankings
Assigned to Northline Characteristics: Campus Personnel

Characteristics	Percentages Top Five Ranks	Bottom Five Ranks
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	64	36
2. evaluation of interns based on classroom teaching performance.	14	86
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar, and a facilitator.	64	36
4. individualization of interns' program experiences.	43	57
5. interns to demonstrate competencies over time and in varied teaching situations.	36	64
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.	64	36
7. identification and remediation of problems related to intern teaching performance.	43	57
8. interns to be screened and selected through a standardized process.	50	50
9. continuing career development for field associate teachers.	21	79
10. collaborative management of program activities.	50	50

It is interesting to note that the characteristic ranked most frequently in the bottom five ranks by campus personnel relates to the performance evaluation of interns, a characteristic most frequently ranked in the top five ranks by all other roles. It is also interesting that the eighth and tenth characteristics were placed in the top five ranks by half the campus personnel who responded but were placed among the bottom five ranks by all other role categories.

When comparing the rankings of Northline characteristics by campus personnel with the ratings shown in Table 6 of the extent to which these characteristics are being implemented, the correspondence is not as consistent as with field personnel. The characteristic ranked first, number six, was rated as being implemented best. However, the second characteristic, rank as of least value, was rated as being implemented second best along with the first and tenth characteristics. For the remaining characteristics, correspondence between rankings and ratings essentially was consistent.

Correlations of Rankings by Role Categories

A Pearson Product-Moment Correlation was computed on median rankings by role groups, classified by level and quarter of participation. These relationships are shown in the intercorrelation matrix shown in Table 20. Note that campus personnel are not included.

When examining data presented in Table 20, it is apparent that the highest coefficients result from correlations between median ranks of persons involved in the final quarter of the program (interns and field associates at both levels), school principals, and pooled rankings of each role group. It is also apparent that the lowest coefficients result from correlations between first quarter participants and all other participants.

For example, coefficients for first quarter elementary field associate teachers (column 11 and row 11) are the lowest across all roles. Apparently these participants change their perceptions about the value associated with the ten Northline characteristics as they have more experience in the program. Note that coefficients of fourth quarter elementary field associates are among the highest across all role groups except with first quarter elementary field associate teachers.

A similar comparison can be made for first quarter secondary field associate teachers and secondary interns, although their perceptions of program characteristics are not as dissimilar with those of other roles as is apparent with elementary field associate teachers. Elementary level first quarter interns, for some reason, ranked the value of the ten characteristics more similarly to those in subsequent quarters than did secondary interns.

Table 20

Correlations Between Median Ranks Assigned to Northline Characteristics

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. All E Int	--																			
2. E Int-1	.91*	--																		
3. E Int-2	.94*	.91	--																	
4. E Int-3	.83*	.80	.90	--																
5. E Int-4	.83*	.79	.90	.88	--															
6. All S Int	.96	.90	.88	.76	.84	--														
7. S Int-1	.78	.78	.62	.48	.51	.78*	--													
8. S Int-2	.85	.85	.74	.65	.75	.95*	.83	--												
9. S Int-3	.96	.89	.91	.80	.89	.99*	.70	.89	--											
10. All E FA	.97	.92	.98	.85	.86	.92	.66	.80	.93	--										
11. E FA-1	.49	.55	.61	.46	.36	.32	.42	.27	.31	.60*	--									
12. E FA-2	.92	.90	.91	.78	.72	.83	.72	.73	.84	.94*	.61	--								
13. E FA-3	.91	.85	.91	.79	.86	.91	.60	.84	.92	.96*	.54	.84	--							
14. E FA-4	.96	.92	.98	.85	.88	.93	.66	.79	.95	.98*	.54	.88	.92	--						
15. All S FA	.94	.88	.96	.78	.87	.92	.68	.81	.94	.97	.56	.85	.94	.98	--					
16. S FA-1	.76	.70	.65	.59	.42	.73	.57	.63	.70	.70	.30	.66	.63	.74	.69*	--				
17. S FA-2	.81	.67	.80	.56	.70	.74	.70	.65	.74	.82	.63	.75	.79	.80	.88*	.47	--			
18. S FA-3	.94	.88	.95	.78	.88	.93	.68	.82	.94	.96	.55	.83	.95	.98	1.00*	.67	.87	--		
19. E Prin	.90	.93	.94	.77	.78	.86	.61	.74	.88	.96	.63	.92	.91	.94	.91	.65	.71	.91	--	
20. S Prin	.96	.91	.97	.88	.87	.91	.65	.75	.95	.95	.45	.89	.86	.98	.93	.73	.72	.92	.91	--

NOTE: *spuriously high since part-whole correlation

The strongest correlations result between median rankings of pooled role groups and building principals. Most of the principals had been involved in Northline for years. Apparently, perceptions about the value assigned to each program characteristic become more consistent with those of other program participants as the length of involvement in the program increases.

Analysis of Rankings of Northline Characteristics

By examining the median rankings of the ten characteristics and assignment of the top five and bottom five ranks to these characteristics, it is evident that campus personnel hold different perceptions about the value of these characteristics than other program personnel, with a few exceptions.

However, campus personnel may have placed more equal value on the ten characteristics than the other roles, resulting in less pronounced differentiation among their rankings than those of interns, field associate teachers, and other field personnel. These latter groups appear to place high value in those characteristics that involve them directly and little value in those with which they are not directly ass ciated.

Summary

Data in Part Three can best be summarized through tables combining all role groups (pooled for interns and field associate teachers) for the three major analyses -- mean perceptions of how well the ten characteristics are being implemented, median rankings assigned to each characteristic, and percentage of rankings assigned to the top five ranks for each characteristic.

Given these summary tables, the relationship between perceptions of implementation effectiveness and value assigned to each characteristic will become clear. By identifying the function associated with each characteristic, any difference can be examined in terms of these functions. The N for each role group can be found in the appropriate individual tables previously presented.

Ratings of Implementation Effectiveness of Northline Characteristics

First, as shown in Table 21, mean perceptions regarding implementation effectiveness for each characteristic are presented. Recall that the lower the mean the better the rating, with 1 representing excellent, 2 good, 3 fair, and 4 poor.

Table 21

Mean Implementation Ratings of Northline Characteristics: All Role Groups

Characteristics	Function	Elem Int	Sec Int	Elem FA	Sec FA	Field Pers	Campus Pers
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	P	1.67	1.35	1.35	1.24	1.24	1.47
2. evaluation of interns based on classroom teaching performance.	E	1.64	1.87	1.26	1.48	1.23	1.67
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar and a facilitator.	P	1.64	1.61	1.46	1.29	1.35	1.83
4. individualization of interns' program experiences.	P	1.98	1.84	1.85	1.50	1.44	2.45
5. interns to demonstrate competencies over time and in varied teaching situations.	P	1.61	1.47	1.29	1.24	1.29	1.82
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.	P	1.86	1.74	1.58	1.38	1.35	1.33
7. identification and remediation of problems related to intern teaching performance.	E	1.79	1.76	1.71	1.64	1.47	2.08
8. interns to be screened and selected through a standardized process.	A	1.95	2.08	1.81	2.07	1.41	2.00
9. continuing career development for field associate teachers.	P	2.06	2.30	1.87	1.60	1.94	2.56
10. collaborative management of program activities.	A	2.05	2.12	1.96	1.83	1.65	1.67

P=Program, A=Articulation, E=Evaluation

First, when examining the means in Table 21, it is important to note that fifty of the sixty role group means were in the excellent to good range (1.00 to 2.00). Of the ten falling in the good to fair range (2.00 to 3.00), four related to campus personnel, three to secondary interns, two to elementary interns, and one to secondary field associate teachers. In addition, characteristics eight and nine were each rated in the good to fair range by three role groups; characteristic nine was rated in this range by two role groups. One group, campus personnel, accounted for the other two good to fair mean ratings.

Using the significant results presented in Tables 3 and 6, the perceived implementation effectiveness of each characteristic can be examined. Recall that tests for differences were not conducted across all six role groups.

Characteristic 1: Elementary interns perceived less opportunity to learn and demonstrate teaching competencies that apply across subjects and teaching levels than secondary interns and both levels of field associates.

Characteristic 2: Both levels of interns perceived less opportunity for evaluation to be based on classroom teaching performance than elementary field associates; secondary interns were less positive than secondary field associates; also, campus personnel were less positive about this opportunity than field personnel.

Characteristic 3: Campus personnel were less positive about intern ability to learn and demonstrate these competencies than field personnel.

Characteristic 4: Campus personnel were less positive about intern individualization than field personnel.

Characteristic 5: Elementary interns perceived less opportunity to demonstrate competencies over time and in varied situations than both field associate levels; campus personnel were less favorable than field personnel.

Characteristic 6: Elementary interns perceived less opportunity to apply theory and practice than secondary field associates.

Characteristic 7: Campus personnel perceived less opportunity for intern remediation than field personnel.

Characteristic 8: Campus personnel were less positive toward the intern selection process than field personnel.

Characteristic 9: Both intern levels perceived less opportunity for FA career development than secondary field associates; secondary interns also were less positive than elementary field associate teachers.

Characteristic 10: No significant differences resulted.

Clearly then, there was considerable difference in the way role groups perceived the effectiveness of implementation, with combined field personnel being the most positive and combined campus personnel being least positive about effective implementation.

Rankings of Relative Value of Northline Characteristics

Rankings for each role group for each characteristic are summarized in Table 22.* Note that the first characteristic is placed among the top two ranks for all roles. Note also that the tenth characteristic is placed among the last two ranks except for campus personnel who ranked it sixth.

Table 22

Median Rankings of Northline Characteristics: All Role Groups

Characteristics	Function	Elem Interns	Sec Interns	Elem FA	Sec FA	Field Pers.	Campus Pers.
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	P	2.83	2.88	3.30	2.00	1.56	4.21
2. evaluation of interns based on classroom teaching performance.	E	3.24	3.93	3.10	2.90	4.17	7.14
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar and a facilitator.	P	4.50	3.21	4.38	2.83	4.22	4.36
4. individualization of interns' program experiences.	P	4.80	4.88	4.40	3.50	6.17	6.50
5. interns to demonstrate competencies over time and in varied teaching situations.	P	4.71	4.83	4.13	4.50	3.56	4.57
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.	P	4.92	5.00	5.25	6.00	4.44	3.79
7. identification and remediation of problems related to intern teaching performance.	E	5.86	5.70	5.64	6.75	6.17	6.57
8. interns to be screened and selected through a standardized process.	A	7.06	7.54	6.90	7.25	6.83	4.57
9. continuing career development for field associate teachers.	P	8.60	8.50	8.86	9.17	8.94	8.00
10. collaborative management of program activities.	A	8.88	8.93	8.92	9.17	8.39	4.93

P=Program, A=Articulation, E=Evaluation

*Recall that respondents were to assign a relative rank to each characteristic, with the most valuable item assigned number one.

Median rankings for the first four role groups indicate that the first five characteristics, as listed, were ranked the highest. By substituting the median of item 6 for item 4, the field personnel also follow this pattern. Campus personnel ranked items 6,1,3,5, and 8 from first to fifth in terms of median rankings.

Campus personnel were, as a group, less consistent than all other participant groups. The median rankings for campus personnel ranged from 3.79 to 8.00; field personnel rankings ranged from 1.56 to 8.94. The other four role groups also produced a wider range in their rankings, indicating that these groups were perceiving the high and low values of the characteristics more consistently than campus personnel.

It may be however, that placement of the two articulation functions, items eight and ten, among the last characteristics contributed to their low rankings by all role groups except campus personnel.

Percentage of Rankings Assigned to Top Five Ranks

Data in this section also can be compared by examining the percentage of rankings assigned by each role group to the top five ranks for each characteristic. Then data, summarized in Table 23, can be examined in terms of the functions served by each characteristic.

The ranking patterns observed in Table 23 indicate clearly that both intern and both field associate groups rank the first five characteristics among the most important. With the exception of item four, field personnel rank consistently with interns and field associate teachers. Item six becomes the fifth characteristic for them.

Campus personnel, on the other hand, present a totally different pattern with the first, third, sixth, eighth and tenth characteristics ranked among the top five in value. This shift in the top five from those associated with the median rankings (item ten instead of five) results from the nearly bimodal ranking on item ten.

As with the median rankings, note the range of ranking percentages for each role group across the ten characteristics. Both secondary intern and field associate percentages range from 0 to 90; elementary intern percentages range from 9 to 74; elementary field associate teacher percentages range from 7 to 73; campus personnel percentages range from 14 to 64.

It is apparent that interns and field personnel develop and hold more consistent perceptions about program characteristics than do campus personnel. As indicated before, however, the low ranking of certain characteristics by interns

and field personnel may indicate that they have little opportunity to be involved, over time, with these characteristics. This same condition could apply to the low rankings of items two and nine by campus personnel.

Table 23

Percentages
Top Five Rankings of Northline Characteristics: All Role Groups

Characteristics	Function	Elem Int	Sec Int	Elem FA	Sec FA	Field Pers	Campus Pers
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.	P	72	90	65	85	89	64
2. evaluation of interns based on classroom teaching performance.	E	74	80	61	80	83	14
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar and a facilitator.	P	68	70	73	90	72	64
4. individualization of interns' program experiences.	P	60	67	69	65	39	43
5. interns to demonstrate competencies over time and in varied teaching situations.	P	64	57	70	70	78	36
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.	P	55	57	52	45	61	64
7. identification and remediation of problems related to intern teaching performance.	E	45	46	48	20	33	43
8. interns to be screened and selected through a standardized process.	A	35	14	32	28	28	50
9. continuing career development for field associate teachers.	P	18	7	16	11	6	21
10. collaborative management of program activities.	A	9	0	7	0	11	50

P=Program, A=Articulation, E=Evaluation

Comparison of Effectiveness Ratings and Value Rankings of Northline Characteristics

The relationship between mean perceptions of effectiveness and median value rankings can best be examined by ordering them from high to low across the ten characteristics by role group. These figures appear in Table 24. Program functions also are indicated. See Table 23 for identification of characteristics.

Table 24

Ordered Effectiveness Means and Value Medians for Northline Characteristics: All Role Groups

Characteristic	Function	El Int Mn, Md	Sec Int Mn, Md	El FA Mn, Md	Sec FA Mn, Md	Fl Pers Mn, Md	Cam Pers Mn, Md
1	P	4, 1	1, 1	3, 2	1, 1	2, 1	2, 2
2	E	2, 2	7, 3	1, 1	5, 3	1, 3	3, 9
3	P	3, 3	3, 2	4, 4	3, 2	4, 4	6, 3
4	P	7, 5	6, 5	8, 5	6, 4	7, 6	9, 7
5	P	1, 4	2, 4	2, 3	1, 5	3, 2	5, 4
6	P	6, 6	4, 6	5, 6	4, 6	4, 5	1, 1
7	E	5, 7	5, 7	6, 7	7, 7	8, 7	8, 8
8	A	8, 8	8, 8	7, 8	10, 8	6, 8	7, 5
9	P	10, 9	10, 9	9, 9	8, 9	10,10	10,10
10	A	9,10	9,10	10,10	9,10	9, 9	3, 6

Correspondence between how effectively these role groups perceive the characteristics being implemented and the relative value they place on them is quite pronounced. Of the 60 comparisons, the order of eighteen effectiveness means and value medians correspond exactly. Three each relate to items one, three, and nine; two relate to items two, six, seven, eight, and nine. In addition, twenty other comparisons differ by one position, and only seven differ by more than two positions.

By summing the position differences for each characteristic, it becomes apparent that characteristic nine produced the most correspondence. Note that respondent groups didn't perceive the opportunity for field associate career development as being implemented as effectively as other characteristics but they also placed relatively less value on this program function.

Two other program functions produced the next greatest correspondence, items one and three. Both of these, relating to intern teaching competence, not only were generally rated as being implemented quite effectively, but also as being of relatively high value.

With the exception of campus personnel, the correspondence of effectiveness ratings and value rankings on characteristic ten was very close. All role groups except campus personnel rated collaborative management to be implemented less effectively than other characteristics but also placed the least value on this articulation function.

Three other characteristics, one program (6), one evaluation (7), and one articulation (8) produced good correspondence. With the exception of campus personnel, role groups consistently perceived these to be in the middle range

both in terms of effective implementation and relative value. In most cases where differences occurred, respondents were more positive toward the level of implementation than the value of the characteristic.

Of the three remaining characteristics, item two produced the least correspondence. Much of this results from the large discrepancy associated with campus personnel who rated the level of classroom performance evaluation implementation close to the top and the relative value next to the bottom. This discrepancy is difficult to explain.

In one sense, the final two program characteristics, four and five, produced the largest discrepancies in that no role had exact correspondence between effectiveness rating and value ranking for either one.

These summary data establish clearly that some program characteristics are perceived more similarly across roles (effectiveness and value) than others. They also underscore the fact that, where differences among roles exist, campus personnel generally perceive the effectiveness and/or value of the characteristic differently than the other role groups.

This analysis does not mean that Northline participants reject those characteristics that were given less relative value. Recall that, when rating the effectiveness of implementation on the four-point Likert scale, most ratings were in the excellent to good range (1.00 to 2.00). Multiple characteristics could be given the same rating. However, when ranking their relative value (1 to 10), each characteristic had to be assigned a different rank.

This analysis does, nevertheless, identify those characteristics that various Northline role agents perceive to be less important to their role and therefore, generally less effectively implemented.

PART FOUR

NORTHLINE MANAGEMENT DIMENSION

Introduction

Part Four of this report contains an extensive analysis of the Northline management dimension. Its developers emphasized a systematic management approach, for observation had indicated that lack of such a system contributed markedly to difficulties encountered by other field-oriented teacher education programs.

Therefore each Northline role, including interns, was defined operationally according to the responsibilities associated with that role. These responsibilities relate directly to the program, articulation, and evaluation functions represented in the assumptions.

The questionnaire completed by participants included a set of role responsibilities identified for each Northline role. Using a three-point Likert scale (1 inadequately, 2 adequately, 3 thoroughly), participants rated how well each responsibility was being implemented by persons assuming each separate role. In addition, they responded similarly to performance of their own role responsibilities. Furthermore, they were asked to rate the value they placed on each responsibility, using a scale from 1 to 5, with 1 representing the highest perceived value. Respondents also rank ordered the relative importance of each responsibility associated with their own role.

The obtained responses permit several kinds of analyses. Role responsibilities can be examined by functions, i.e., program, articulation, evaluation. Also, a discrepancy analysis can be made of the degree to which self-perception of performance by each role group agrees with perceptions of other role groups about that performance. Then, the extent to which persons perform responsibilities of each role can be compared with the values role agents assign to their own responsibilities. Given these analyses, the Northline Consortium management system can be examined for ways by which this important dimension of the program can be improved.

Role Responsibility Functions

Responsibilities assigned each role group, abstracted from the Northline Consortium program document, can be classified into the three functions identified in Part Three for classifying the program characteristics, i.e., articulation, program, and evaluation. An analysis of functions, by role group, appears in Table 25.

Table 25

Percent of Responsibilities, by Function, for Northline Role Groups

Role Group	Articulation	Program	Evaluation
Interns	25	58	17
Field Associate Teachers	29	53	18
Field Coordinators	64	9	27
Admin Field Coordinators	82	9	9
School Principals	57	0	43
Teaching Assistants	50	30	20
Generic Skills Professors	36	55	9
Methods Clinic Professors	9	82	9
Clinic Coordinators	57	29	14
Faculty Coordinators	50	25	25

Note the heavy emphasis on the articulation function in the above analysis. In fact, 44 percent of the responsibilities, across all roles, relate to articulation; 36 percent represent program functions; 20 percent of the responsibilities serve evaluation functions.

Articulation functions are assumed more extensively by field personnel (administrative field coordinators, building principals, field coordinators) and campus personnel other than methods and generic skills professors. These last two role groups, plus the interns and field associate teachers, assume most responsibility for program functions.

While the evaluation function is not given the emphasis of the other two, it is crucial to the success of the program. As noted, the building principal assumes an essential role in relation to the evaluation function.

This analysis of role responsibilities will facilitate examination of how effectively each role is being assumed and the relationship of effectiveness ratings to self-perceived values placed on each responsibility, by role group.

Discrepancy Analysis of Role Responsibilities

Analysis of the agreement between self-ratings of role effectiveness and ratings of that effectiveness by the appropriate role groups are presented in this section. For example, only intern perceptions are compared with methods and generic skills professor self-ratings. However, multiple role group perceptions are compared with intern self-ratings. Analysis of this comparison for elementary level interns appears in Table 26.

Table 26

Comparison of Elementary Intern Self-Ratings and Ratings by Other Elementary Level Role Groups (t Ratio)

Role Responsibility	Self-Rating Mean	Field Assoc M	Field Assoc t	Adm FC M	Adm FC t	Methods Prof M	Methods Prof t	Bldg Prin M	Bldg Prin t	Gen Skills M	Gen Skills t	TA M	TA t
1. become acquanted with faculty, staff, school facilities, and community. (A)	2.32	2.34	-.21	2.50	-.43	2.50	-.74	2.69	-2.19*	2.00	.55	2.00	.78
2. attend and actively participate in the clinics including methods and scheduled seminars. (P)	2.81	2.77	.49	3.00	-.63	2.42	2.03*	2.73	.55	2.00	1.85	2.50	1.35
3. meet individually & in scheduled seminars with the administrative field coordinator, field coord., and/or the clinic associates. (A)	2.60	2.53	.67	3.00	-.98	2.43	.77	2.85	-1.48	2.00	1.05	2.50	.35
4. complete assigned clinic including methods & field tasks. (P)	2.83	2.48	4.22*	3.00	-.62	2.57	1.57	2.70	1.02	2.00	2.21*	2.75	.43
5. apply techniques learned in the clinic including methods and from the field assoc. teacher. (P)	2.50	2.51	-.09	3.00	-1.15	1.86	2.72*	2.69	-1.07	2.00	2.44*	2.25	.80
6. observe field assoc. systematically, focusing on specific teaching skills emphasized in clinic (P)	2.41	2.55	-1.40	2.50	-.23	1.83	2.50*	2.69	-1.74	1.00	2.54*	2.50	-.28
7. observe other interns, teachers, grade levels, subject areas when possible. (P)	2.11	2.35	-1.92	3.00	-1.73	1.50	2.02*	2.31	-.92	2.00	.15	1.67	1.05
8. assume increased teaching responsibility according to readiness & ability, determined mutually with field assoc. teachers. (P)	2.71	2.70	.15	3.00	-.88	2.00	4.13*	2.92	-1.60	2.00	1.56	2.50	.90
9. maintain a realistic balance between Northline respons. & personal responsibilities. (A)	2.13	2.19	-.48	2.00	.23	1.80	.93	2.25	-.54	1.00	1.45	2.00	.28
10. accept various extra-class respons. expected of teachers, e.g., assemblies & student activities. (P)	2.57	2.29	2.49*	2.50	.17	2.25	1.07	2.54	.19	2.00	.96	--	--
11. develop an analytical, constructive approach to solving teaching learning problems. (E)	2.45	2.30	1.41	2.50	-.11	1.86	2.61*	2.27	.96	2.00	.76	2.00	1.53
12. make regular evaluations of own progress in applying teaching tech. & discuss these w/field associate & clinic associate. (E)	2.39	2.49	-.80	3.00	-1.26	2.17	.81	2.40	-.03	2.00	.58	2.25	.42

*p < .05 A - Articulation P - Program E - Evaluation

As shown in Table 26, the following significant differences between intern self-ratings and ratings of other personnel resulted:

Responsibility 1: Building principals rated interns as more effective in becoming acquainted with school personnel and facilities than self-ratings of interns indicated.

Responsibility 2: Methods professors rated interns as less effective in attending and participating in clinics than self-ratings of interns indicated.

Responsibility 4: Field associate teachers and the generic skills professor rated interns as less effective in completing assigned clinic and field tasks than intern self-ratings indicated.

Responsibility 5: Methods and clinic professors rated the interns as less effective in applying techniques learned than indicated by intern self-ratings.

Responsibility 6: Methods and generic skills professors rated the interns as less effective in observing for specific skills emphasized in clinic than self-ratings of interns indicated.

Responsibility 7: Methods professors rated the interns as less effective in observing other teachers and levels than the intern self-ratings indicated.

Responsibility 8: Methods professors rated the interns as less effective in assuming increased teaching according to readiness than the intern self-ratings indicated.

Responsibility 10: Field associate teachers rated the interns as less effective in assuming extra-class responsibilities than indicated by the self-ratings.

Responsibility 11: Methods professors rated the interns as less effective in developing an analytical approach to solving instructional problems than indicated by intern self-ratings.

Note that in all but the first comparison, elementary interns rated their effectiveness as better than the other role groups rated their effectiveness. Three responsibilities (3.9,12) produced no significant differences across roles. Also, the administrative field coordinator and teaching assistants ratings did not differ significantly with intern self-ratings on any role responsibility.

The discrepancy analysis of role responsibilities for secondary level interns appears in Table 27.

Only one significant difference resulted from the comparison of secondary level self-ratings and those of other role groups.

Responsibility 7: Secondary field associates rated the interns as more effective in observing other teachers and levels than indicated by intern self-ratings.

Table 27

Comparison of Secondary Intern Self-Ratings and Ratings by Other Secondary Level Role Groups (t Ratio)

Role Responsibility	Self-Rating Mean	Field Assoc M	Field Assoc t	Adm FC M	Adm FC t	Methods Prof M	Methods Prof t	Bldg Prin M	Bldg Prin t	Gen Sk Prof M	Gen Sk Prof t
1. become acquainted with faculty, staff, school facilities, district, and community. (A)	2.17	2.48	-1.96	2.50	-.75	2.33	-.46	2.25	-.26	2.00	.27
2. attend and actively participate in the clinics including methods and scheduled seminars. (P)	2.62	2.71	-.59	3.00	-1.07	3.00	-1.32	3.00	-1.32	3.00	-.76
3. meet individually & in scheduled seminars with the admin. field coord., field coord. and/or the clinic associates. (A)	2.42	2.63	-1.20	3.00	-1.18	2.50	-.17	2.75	-.93	2.00	.59
4. complete assigned clinic including methods and field tasks. (P)	2.49	2.80	-1.83	3.00	-1.18	2.67	-.50	2.25	.75	3.00	-.84
5. apply techniques learned in the clinic including methods & from the field associate teacher. (P)	2.46	2.62	-1.03	3.00	-1.25	2.00	1.30	2.50	-.13	2.00	.75
6. observe field associate systematically, focusing on specific teaching skills emphasized in the clinic. (P)	2.38	2.57	-1.13	2.50	-.26	2.33	.12	2.33	.12	2.00	.58
7. observe other interns, teachers, grade levels, subject areas when possible. (P)	2.22	2.67	-2.84*	3.00	-1.74	1.50	1.56	2.50	-.86	2.00	.34
8. assume increased teaching respon. according to readiness & ability, determined mutually with field associate teachers. (P)	2.78	2.90	-1.04	3.00	-.63	2.67	.40	3.00	-.89	2.00	1.61
9. maintain a realistic balance between North-line respons. and personal respons. (A)	2.24	2.21	.20	2.00	.57	2.00	.57	2.67	-1.18	2.00	.40
10. accept various extra-class respons. expected of teachers, e.g., assemblies & student activities. (P)	2.42	2.65	-1.27	2.50	-.17	2.00	.84	2.67	-.61	2.00	.59
11. develop an analytical, constructive approach to solving teaching learning problems. (E)	2.31	2.60	-1.91	2.50	-.46	2.00	.91	2.33	-.08	2.00	.52
12. make regular evaluations of own progress in applying teaching techniques & discuss these with the field assoc. & clinic associate. (E)	2.26	2.52	-1.52	3.00	-1.58	2.00	.55	2.67	-1.04	2.00	.39

*p < .05 A - Arciculation P - Program E - Evaluation

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Table 28 provides a summary of the discrepancy analysis for field associate teachers, both elementary and secondary levels. Eight significant differences resulted between elementary field associate self-ratings and ratings by elementary interns. Nine significant differences resulted for secondary.

Responsibility 1: Both levels of interns rated the FA's as less effective in acquainting them with school personnel and physical plant than that indicated by FA self-ratings.

Responsibility 2: Both intern levels rated the FA's as less effective in providing school schedules than FA self-ratings indicated.

Responsibility 3: Both intern levels rated the FA's as less effective in informing them about building policies than indicated by FA self-ratings.

Responsibility 4: Both levels of interns rated the FA's as less effective in demonstrating classroom management techniques than FA self-ratings indicated.

Responsibility 5: Both levels of interns rated the FA's as less effective in teaching specific lessons for interns to observe than indicated by FA ratings.

Responsibility 6: Both levels of interns rated the FA's as less effective in demonstrating specific methods and teaching strategies than FA self-ratings indicated.

Responsibility 7: Both levels of interns rated the FA's as less effective in explaining how to plan lessons and units than FA self-ratings indicated.

Responsibility 16: Both levels of interns rated the FA's as less effective in emphasizing professional responsibilities than indicated by FA self-ratings.

Responsibility 17: Secondary interns rated the secondary FA's as less effective in attending meetings planned for field associates than indicated by FA self-ratings.

As only one field coordinator participated in the evaluation study, no analysis of that role is given. The administrative field coordinator role comparison of self-ratings with ratings of interns appears in Table 29.

Table 28

Comparison of Field Associate Teacher Self-Ratings and Ratings of Interns, Elementary and Secondary Levels (t Ratio)

Role Responsibility	Elementary Level			Secondary Level		
	Self Rating Mean	Intern M	t	Self Rating Mean	Intern M	t
1. acquaint intern with school personnel and physical plant. (A)	2.78	2.33	4.04*	2.76	2.30	2.88*
2. provide intern with school schedules. (A)	2.78	2.42	3.26*	2.81	2.43	2.41*
3. inform intern of building policies on discipline, regulations, grading, etc. (A)	2.68	2.15	4.39*	2.91	2.03	5.87*
4. share and demonstrate classroom management techniques. (P)	2.86	2.68	2.01*	2.95	2.54	3.24*
5. teach specific lessons for the intern to observe and discuss. (P)	2.72	2.41	2.73*	2.86	2.14	3.98*
6. demonstrate specific methods and teaching strategies. (P)	2.72	2.37	3.33*	2.67	2.17	2.67*
7. explain how to plan lessons and units. (P)	2.58	2.11	3.70*	2.33	1.81	2.68*
8. share teaching philosophy with the intern. (P)	2.74	2.52	1.94	2.80	2.57	1.55
9. cooperate fully with university personnel and with administrative coordinators. (A)	2.45	2.52	-.63	2.48	2.28	1.08
10. plan with the intern to fit clinic assignments into the classroom schedule. (P)	2.61	2.66	-.42	2.20	2.30	-.54
11. preview and critique intern lesson plans. (P)	2.58	2.50	.75	2.33	1.97	1.79
12. allow the intern freedom to discover the most personally effective teaching style and approaches. (P)	2.51	2.65	-1.34	2.85	2.78	.53
13. arrange with the intern a schedule of consistent and constructive observations, critiques, and evaluations. (E)	2.31	2.27	.29	2.33	2.06	1.40
14. discuss the observed teaching throughout the program, using the instruments provided. (E)	2.53	2.41	1.03	2.57	2.32	1.43
15. complete all evaluations thoughtfully, meeting the scheduled dates for required evaluations. (E)	2.61	2.50	.98	2.60	2.52	.50
16. emphasize professional responsibilities with the intern. (P)	2.84	2.54	3.22*	2.86	2.43	2.76*
17. attend meetings planned for field associates. (A)	2.80	2.66	1.38	2.62	2.17	2.31*

*p < .05 A - Articulation P - Program E - Evaluation

Table 29

Comparison of Administrative Field Coordinator Self-Ratings and Ratings of Elementary and Secondary Interns (t Ratio)

Role Responsibilities	A F C Self-Rating Mean	Elementary Intern M	Elementary Intern t	Secondary Intern M	Secondary Intern t
1. orient interns to district policies and procedures. (A)	3.00	2.65	.95	2.46	1.24
2. orient interns to the Northline program. (A)	3.00	2.72	.79	2.53	1.08
3. coordinate the planning and implementation of all field seminars. (A)	2.50	2.83	-.94	2.55	-.09
4. make accommodations or change in intern assignment, when necessary. (A)	3.00	2.72	.78	2.62	1.09
5. act as a liason between all program participants. (A)	3.00	2.44	1.12	2.55	1.03
6. help in coordinating clinic classroom experiences. (A)	2.50	2.37	.29	2.42	.17
7. assist in resolving problems. (A)	3.00	2.40	1.20	2.72	.86
8. provide orientation experiences for field associates new to the program. (A)	2.50	2.64	-.30	2.42	.15
9. hold regular meetings with field associates to provide on-going communication and development within the program. (P)	3.00	2.33	1.32	2.26	1.19
10. facilitate communication between professors and field associates. (A)	3.00	2.15	1.52	2.13	1.59
11. assist field associates in observing and evaluating intern teaching. (E)	2.50	1.87	1.22	2.05	.78
12. facilitate communication between field associates and interns, assisting in resolving problems, when necessary. (A)	3.00	2.34	1.40	2.44	1.33

*p < .05 A - Articulation P - Program E - Evaluation

As indicated in Table 29, no significant differences resulted in the comparison of administrative field coordinator self-ratings and ratings of either elementary or secondary level interns.

Elementary and secondary level interns also rated the effectiveness of the appropriate level building principal. Comparisons between their ratings and principal self-ratings are shown in Table 30.

Table 30

Comparison of Building Principal Self-Ratings and Ratings of Interns, Elementary and Secondary Levels (t Ratio)

Role Responsibility	Elementary Level			Secondary Level		
	Self Rating Mean	Intern M	t	Self Rating Mean	Intern M	t
1. develop a cooperative, constructive working relationship with program in administering the program within the context of school and district policies. (A)	2.62	2.51	.58	2.40	2.27	.38
2. share with the field associates and field coordinators in-school responsibility for interns. (A)	2.46	2.19	1.26	2.20	2.39	-.57
3. work with administrative field coordinators in selecting field associates within their own buildings, applying Northline criteria. (A)	2.62	2.22	1.70	2.40	2.31	.25
4. encourage involvement of school personnel and other teachers in implementing the program. (A)	2.77	2.31	2.32*	2.40	2.18	.58
5. assist in evaluating field coordinators, using established criteria. (E)	2.18	2.09	.40	1.80	1.92	-.30
6. assist in evaluating field associate teachers and their ability to work with interns, when pertinent. (E)	2.62	2.17	2.08*	2.20	2.00	.46
7. observe the intern teaching at least once during the final quarter. (E)	2.54	2.19	1.23	2.00	1.71	.71

*p < .05 A - Articulation P - Program E - Evaluation

No significant differences resulted between secondary level self-ratings and ratings of secondary interns. Two significant differences resulted at the elementary level.

Responsibility 4: Elementary interns rated their principals as less effective in involving other school personnel in the program than indicated by principal self-ratings.

Responsibility 6: Elementary interns rated their principals as less effective in evaluating field associate teachers than principal self-ratings indicated.

The discripancy analysis for methods professors, both elementary and secondary levels, appears in Table 31.

Table 31

Comparison of Methods Professor Self-Ratings and Ratings of Interns, Elementary and Secondary Levels (t Ratio)

Role Responsibilities	Elementary Level			Secondary Level		
	Self Rating Mean	Intern M	t	Self Rating Mean	Intern M	t
1. provide interns a functional syllabus for the class. (P)	2.86	2.62	1.22	2.67	1.82	1.70
2. prepare interns to translate discipline knowledge into objectives for public school students. (P)	2.42	2.09	1.30	3.0	1.94	2.50*
3. prepare interns to develop a variety of appropriate learning activities and instructional modes. (P)	2.57	2.32	.94	3	2.18	1.86
4. prepare interns to develop clear, concise and applicable lesson plans. (P)	2.14	2.22	-.25	2.67	1.88	1.62
5. prepare interns to conduct effective classroom management. (P)	2.0	1.59	1.60	2.33	1.56	
6. prepare interns to effectively evaluate the teaching process and learner outcomes. (P)	2.29	1.98	1.09	2.00	1.97	.05
7. prepare interns to develop warm and open classroom atmosphere. (P)	2.71	1.91	2.71	3.0	2.09	1.69
8. provide assignments to be done in the field. (P)	2.71	2.67	.22	3.0	1.93	1.68
9. provide interns an option of making special arrangements with professors and field associates to meet individual differences, both in academic expertise of subject matter and differing classroom needs. (P)	2.71	2.10	2.19*	3	1.95	1.84
10. coordinate methods class curriculum and instruction with other methods professors and clinic professors to eliminate redundancy and promote individualized intern learning. (A)	2.00	1.89	.32	1.5	1.81	.55
11. provide academic and competency-based evaluation of interns in methods classes or clinics. (E)	2.57	2.33	1.14	1.5	1.87	.69

*p < .05 A - Articulation P - Program E - Evaluation

Only two significant differences resulted from this analysis, one at each teaching level.

Responsibility 2: Secondary interns rated the methods professors as less effective in preparing interns to translate discipline knowledge into objectives for public school students than methods professor self-ratings indicated.

Responsibility 9: Elementary interns rated the methods professors as less effective in providing interns options to meet individual differences than methods professor self-ratings indicated.

The comparison of generic skills professors self-ratings, both elementary and secondary levles, and interns at each level appears in Table 32.

Table 32

Comparison of Generic Skills Professor Self-Ratings and Ratings By Interns, Elementary and Secondary Levels (t Ratio)

Role Responsibilities	Elementary Level			Secondary Level		
	Self Rating Mean	Intern M	t	Self Rating Mean	Intern M	t
1. prepare and presnet materials on generic teaching skills, attitudes and competencies. (P)	3	2.68	.60	3	2.57	.85
2. provide assignments and tasks to be completed in the field, with cooperation of the field associates. (P)	2	2.61	-1.09	3	2.51	.79
3. provide interns with an option of making special arrangements to complete clinic assignments in the field. (P)	2	2.53	-.97	2	2.32	-.44
4. prepare interns to develop a variety of appropriate learning activities and instructional modes. (P)	2	2.58	-.94	3	2.38	1.12
5. prepare interns to conduct effective classroom management. (P)	2	2.33	-.45	3	2.16	1.37
6. prepare interns to develop classroom observation skills. (P)	2	2.45	-.64	3	2.46	1.06
7. communicate to field associates through administrative field coordinators so skills presented in the clinic can be applyed by interns in the classroom. (A)	1	2.07	-1.44	2	2.12	-.16
8. provide a master calendar of clinic sessions and activities for interns, clinic-field coordinators, and field associates at the beginning of each quarter. (A)	3	2.54	.70	3	2.43	.81
9. coordinate clinic curriculum and instruction with methods professors to eliminate redundancy. (A)	1	2.31	-2.17*	2	1.87	.14
10. evaluate intern clinic performance. (E)	3	2.24	1.17	3	2.15	1.28
11. attend established meetings necessary to their role. (A)	3	2.63	.76	3	2.62	.76

*p < .05 A - Articulation P - Program E - Evaluation

For generic skills professors only one comparison resulted in a significant difference, this at the elementary level.

Responsibility 9: Elementary interns rated the elementary generic skills professor as more effective in coordinating clinic activities with methods professors than indicated by the generic skills professor self-rating.

The final discrepancy analysis to be made relates to self-ratings of teaching assistants and ratings of interns. This comparison is shown in Table 33.

Table 33

Comparison of Elementary Teaching Assistant Self-Ratings and Ratings by Elementary Interns (t Ratio)

Role Responsibilities	T A Self Ratings Mean	Elementary Intern Ratings M	t
1. serve as the clinic-field liaison among interns, field associates, administrative field coordinators, and university personnel.(A)	2.0	2.28	-.79
2. demonstrate thorough knowledge of the Northline program, its purposes, objectives and procedures. (A)	2.33	2.14	.46
3. assist in resolving problems of implementation and interaction. (A)	2.25	2.21	.10
4. observe intern performance in the classroom, reinforcing field associate observations, teaching, and evaluation of the intern. (E)	3.00	2.47	1.75
5. provide counseling and feedback to interns. (A)	2.75	2.31	1.18
6. assist interns in establishing a reasonable balance between clinic and field experiences.(P)	2.00	1.93	.19
7. provide counsel or appropriate referral sources for the interns. (A)	2.25	2.11	.37
8. assist the field associate in observing and evaluating the intern. (E)	2.25	2.08	.44
9. serve as translators of clinic tasks and activities to field personnel. (P)	2.00	1.98	.05
10. facilitate intern field opportunities for clinic activities and objectives. (P)	2.00	2.16	-.42

A - Articulation P - Program E - Evaluation

For both elementary and secondary levels, intern perceptions of teaching assistant role responsibility implementation did not differ significantly on any of the ten responsibilities.

As indicated in the Introduction to this section, respondents were asked to rate the value of each of their role responsibilities and then rank order the responsibilities in order of their relative importance. The questionnaire was long and this section came last. As a result, responses were very limited. Therefore, it is not possible to make the third analysis indicated in the introduction, namely, comparing the extent to which persons perform the specified role responsibilities as rated by various role agents, and the values assigned by each role agent to their own responsibilities.

Summary

Data presented in Part Four can best be summarized by examining the various discrepancy analyses to identify the responsibilities that resulted in significantly different perceptions about level of implementation among pairs of participants. The matrix showed in Table 34 indicates the pairwise comparisons that were made, with a number indicating the number of significant differences resulting for that pair of participants and a dash indicating that no significant differences resulted. The blanks indicate that no comparisons were made in rating between those pairs of participants.

Table 34

Role Responsibility Discrepancy Analyses
(Significant differences among pairs)

	EI	SI	EFA	SFA	AFC	P	MP	GSP	TA
El. Intern			2		---	1	6	3	---
Sec. Intern				1	---	---	---	---	
El. Fld. Assoc.	8								
Sec. Fld. Assoc.		9							
Adm. Fld. Coord.	---	---							
Principal	2	---							
Methods Prof.	1	1							
Gen. Ski. Prof.	1	---							
Teaching Asst.									---

As observed in Table 34, elementary interns perceived their assumption of role responsibilities differently in twelve comparisons, with nine of these involving methods/generic skills professor ratings. All responsibilities served program functions except the articulation function involved in the principal-intern comparison. Also, except for the latter comparison, interns perceived their assumption of responsibility to be significantly better than that perceived by participants in the other roles. The building principals thought that interns implemented the role responsibility better than perceived by the interns. See Table 26 for the complete analysis.

At the secondary level, intern perception of role responsibility assumption was significantly different on only one comparison, that with the field associate teachers. This responsibility served a program function. In this case, interns were more positive about their performance than were their teachers. The complete analysis appears in Table 27.

Field associate teacher self-ratings differed significantly with intern ratings, for both levels, on the same eight responsibilities. In addition, secondary level field associate and intern comparisons produced one more significant difference. In every case, the teachers rated themselves as implementing these responsibilities at a better level than rated by the interns. Three of the eight responsibilities common to both levels served articulation functions; the other five were program responsibilities. The additional secondary level difference focuses on articulation. The complete field associate teacher analysis appears in Table 28.

Self-ratings by building principals differed significantly with elementary interns on two responsibilities, one an articulation function and the other evaluation. In both cases, the principals considered their assumption of responsibilities to be better than that perceived by the interns. Secondary level comparisons produced no significant differences. The complete analysis appears in Table 30.

Methods professor self-ratings and intern ratings of professor assumption of role responsibilities differed significantly on two comparisons, one at the elementary level and one at the secondary level. In both these cases, a program function was involved and the professors rated their performance at a higher level than did the interns. See Table 31 for the complete analysis.

Only one comparison between generic skills professor self-ratings and intern ratings resulted in a significant difference, an articulation responsibility at the elementary level. It is interesting that the interns perceived this responsibility to be assumed much more effectively that did generic skill professors. No differences resulted for the secondary level. The complete analysis appears in Table 32.

Of the 36 significantly different comparisons, 26 represented program functions, eight were articulation and two were evaluation functions.

It is interesting that no significant differences in perception of role responsibility implementation resulted in ten comparisons. Secondary level interns rated themselved similarly to the ratings made by principals, administrative field coordinators, and generic skills professors. In fact, only on two responsibilities did their self-rating differ with perceptions of others - that with field associate teachers and methods professors. This result is all the more interesting in light of the large number of field associate responsibilities where self-ratings were significantly different from intern ratings.

By way of contrast, note that the self-ratings of elementary level interns with ratings by other role agents resulted in numerous significant differences. This marked difference between levels of preparation is difficult to explain. Although mean self-ratings of elementary and secondary level interns were very similar, elementary interns did rate themselves at a better level on nine of the twelve responsibilities.

Perhaps the most important result of these role responsibility discrepancy analyses is the indentification of only 36 of the 258 pair-wise comparisons that produced significant differences between self-ratings and those of other role agents. This result indicates that implementation of role responsibilities was perceived similarly in over 86 percent of all comparisons.

Therefore, it is apparent that the Northline management system, encompassing program, articulation and evaluation functions, represents an effective structure for managing a performance-based, field oriented teacher education program.

PART FIVE

NORTHLINE CONSORTIUM PRODUCT DIMENSION

Introduction

The College of Education data bank provided information for examining the teaching performance of interns and their attitude toward preparation experiences included in the program. Interns in all three patterns routinely responded to a questionnaire upon completion of their certification program. The questionnaire contains a random ordering of the forty-four performance criteria associated with the eleven categories of teaching behaviors included on the Performance-Based Evaluation Instrument (PBEI). This instrument, shown in Appendix C, establishes the teaching performance rating of all interns completing certification at the University of Washington. Reliability and validity specifications have been established for the PBEI (Petery, 1973; Beal and Dimmitt, 1975).

On the questionnaire interns indicate, on a four-point Likert scale, how well their total program prepared them to demonstrate each of the forty-four criteria.

Another section of the questionnaire requires interns to indicate, on a four-point Likert scale, how well each program component (courses and practicums) prepared them to teach.

Performance ratings (PBEI) at the time of program completion become part of the established data bank so can be readily accessed for purposes of program analysis. These are added to intern questionnaire responses.

Given these sets of data, it is possible to examine the product of Northline, that is the teaching performance of interns and their attitudes about the quality of their preparation for teaching. These two product components then can be compared for relationships between attitude and performance.

Attitudes of Northline Interns

The first data to be reported examines the attitudes of Northline interns toward how well the academic and practicum experiences they had in the program prepared then for teaching. They rated each component on the following Likert scale:

1 - Thoroughly 2 - Adequately 3 - Inadequately 4 - Not at all.

Responses to the questionnaire, analyzed by teaching level, appear in Table 35.

Table 35
Attitude Toward Program Components

	Elementary		Secondary	
	Mean	S.D.	Mean	S.D.
Courses for university degree requirements:				
Distribution (Humanities, Natural Sciences, Social Sciences)	2.26	.67	2.12	.59
Academic major	2.09	.80	1.74	.66
Academic minor	1.46	.55	1.73	.70
Courses for admission to the TCP:				
Socio-Ethnic requirements	2.79	1.05	3.04	.93
Introductory teaching practicum (EDUC 302)	2.00	.75	2.04	.81
Courses in professional education:				
Ed. Psych 304	2.45	.82	2.44	.93
Ed. Psych 308	2.81	.91	3.13	.95
EdEps 479	3.14	1.00	3.22	.89
EDC&I 317, 318, 319, (Elementary Art, Drama or Music)	2.15	.79	*	*
Teaching strategies (TEPFO pattern: EDC&I 496)	1.76	.57	1.78	.51
Teaching of Reading (Elementary)	2.37	.95	*	*
Teaching of Language Arts (Elementary)	2.17	.82	*	*
Teaching of Math (Elementary)	1.67	.78	*	*
Teaching of Science (Elementary)	1.40	.66	*	*
Teaching of Social Studies (Elementary)	1.95	.84	*	*
Teaching Methods (Secondary subject area)	*	*	2.15	.66
The Teaching Practicum	1.23	.42	1.33	.55
Practicum Experiences				
Field Associate Teacher	1.42	.61	1.37	.56
University field coordinator	1.17	.38	1.52	.51
Seminar and instructional materials	1.50	.58	1.81	.62

* Not applicable to that teaching level

As can be seen in Table 35, interns rated the teaching practicum and components associated with the practicum more favorably than the academic or professional education experiences. With several exceptions, interns perceived the preparation for teaching to be adequate or better (means of 1.00 to 2.00). Elementary level interns tended to perceive their preparation experiences more favorably than secondary level interns.

In addition to attitudes toward specific academic and practicum experiences, interns indicated how well their total preparation for teaching enabled them to demonstrate each of 44 criteria associated with the PBEI. They applied the same Likert scale used in the previous analysis. See Appendix D for the mean table of these attitude ratings.

Intern attitude responses on the 44 criteria were then collapsed into the eleven performance categories of the PBEI, making it possible to compare mean attitude toward preparation for each category with mean level of teaching performance for that category on the PBEI.

Teaching Performance of Northline Interns

The PBEI utilizes a five-point Likert scale with the smallest end of scale (1) representing the best performance (outstanding). However, it is not intended that intern performance be distributed normally across all five scale points. Rather, the intent is for interns to exhibit as nearly as possible outstanding performance on each category by the time of program completion. These performance and attitude measures are shown in Table 36.

As is noted in Table 36, elementary level intern teaching performance ratings (PBEI) ranged between 1.08 and 1.42 while secondary level ratings ranged between 1.19 and 1.56. In both cases, intern ratings indicated that their teaching performance was judged consistently between the excellent (2) and outstanding(1) levels. While elementary interns were rated somewhat better (lower means) on nine of the eleven performance categories, these differences were not statistically significant.

Table 36

Teaching Performance Ratings (PBEI) and Attitudes Toward Preparation for Teaching

Performance Categories	Elementary Level				Secondary Level			
	PBEI		Attitude		PBEI		Attitude	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Exhibits professional qualifications	1.08	.28	1.15	.23	1.19	.40	1.35	.39
Demonstrates academic preparation	1.29	.50	1.42	.48	1.26	.45	1.50	.43
Exhibits personal attributes	1.23	.42	1.20	.30	1.26	.45	1.48	.45
Diagnoses learner characteristics	1.29	.54	1.36	.36	1.44	.64	1.64	.43
Develops instructional objectives	1.33	.48	1.43	.35	1.41	.57	1.67	.29
Organizes instruction to achieve objectives	1.35	.53	1.43	.36	1.56	.70	1.52	.34
Manages learning environment	1.42	.65	1.36	.40	1.48	.58	1.73	.32
Facilitates instructional objectives	1.38	.57	1.43	.37	1.52	.58	1.55	.28
Promotes instructional interaction	1.23	.47	1.31	.36	1.30	.54	1.44	.34
Evaluates achievement of objectives	1.35	.56	1.43	.34	1.44	.58	1.61	.41
Uses evaluation results	1.38	.57	1.43	.45	1.33	.55	1.64	.31

The mean attitude ratings toward preparation for demonstrating criteria associated with each performance category resulted in similar patterns, with elementary level interns rating their preparation experiences slightly more favorably than secondary level interns, but not significantly better.

When comparing attitude ratings with PBEI ratings, by teaching level, again no significant differences resulted, although secondary level intern attitude and PBEI ratings differed more than these pairs of ratings for elementary level interns.

Data presented in Table 35, indicating attitudes toward specific program components, differed considerably in some respects with attitudes toward the total preparation. This is especially apparent in ratings of certain professional courses. However, those less favorable ratings are not reflected in intern appraisals of their total preparation for teaching. Apparently, interns applied a different frame of reference when judging the individual program components and the total program.

Summary

The analyses of intern attitudes toward their preparation for teaching and intern classroom teaching performance have been presented in this part. Using group means, by elementary and secondary school levels, it is evident that interns are rated at a high level on the performance criteria established for the summative evaluation (Table 36). These ratings indicate that, as a group, these interns could be expected to function with very little assistance as beginning teachers.

Also, when considering their total preparation for teaching, interns held very positive attitudes toward ability to demonstrate the 44 criteria related to the PBEI (Appendix D). Only with certain specific components of the preparation program (Table 35) did interns indicate less than adequate satisfaction with their preparation. In general, program components related to the teaching practicum were rated more positively than the academic components.

PART SIX

SUMMARY AND CONCLUSIONS

Summary

As indicated in the introduction to Part Two, the thrust of this Northline internal evaluation was to validate statistically the information previously obtained through more subjective evaluation processes. Such information suggested that Northline represents a systematically conceived program operates through a functional management system, and produces well-qualified interns who hold favorable attitudes toward their preparation experiences.

The evaluation design shown schematically in Figure 1 (page 11) facilitates examination of these three Northline dimensions. As portrayed in Figure 1, the Northline conceptual dimension is characterized by ten interrelated program assumptions, each one serving either a program, an articulation, or an evaluation function. (These characteristics and related functions are listed on pages 14 - 15.) To assure effective implementation of the program characteristics, a management system operates through specified responsibilities for each of the ten Northline role groups, including interns. These role responsibilities relate directly to the three functions identified for the program assumptions. In the implementation process, all activity focuses on development of the Northline product -- intern teaching performance. Closely associated with that performance is the attitude interns hold toward their preparation experiences.

Responses of 220 Northline participants, representing all role groups, to a comprehensive questionnaire provided most of the raw data for examining the three Northline dimensions. Intern teaching performance and attitude measures were accessed from the data bank regularly maintained on all University of Washington teacher candidates. Data collected through these sources were treated statistically, using analysis of variance, Duncan's multiple range procedure, t tests, and Pearson Product-Moment correlations. The .05 level of significance established critical values for all statistical analyses.

Conceptual Dimension Analyses

The Northline conceptual dimension was analyzed by examining the absolute ratings of how well the ten characteristics were being implemented and the relative values assigned these characteristics by each role group.

Effectiveness ratings were quantified by using a four point Likert Scale, with the low end of the scale indicating the best level of effectiveness. Responses for some role groups were combined, e.g., field personnel and campus personnel, as the number of respondents for each role group was insufficient for separate analyses. Comparisons were then made between the obtained mean effectiveness ratings and the median value rankings.

Implementation effectiveness mean ratings for the six major role groups fell within the excellent to good range (1.00 to 2.00) on five characteristics. Campus personnel, secondary level interns and field associates rated the selection process as less than good while campus personnel and both levels of interns rated the field personnel career development as less than good. The collaborative management system was rated as less than good by both levels of interns. Campus personnel rated intern individualization and remediation opportunities as less than good.

Value rankings assigned to the ten characteristics fell into two distinct patterns. Both levels of interns, their field associate teachers, and combined field personnel ranked the characteristics very similarly with the first five listed ranked among the most important. Campus personnel presented a totally different pattern of value rankings, with the first, third, sixth, eighth, and tenth cahracteristics ranked among the top five.

A consistently high correspondence resulted when comparing effectiveness ratings with value rankings, by role group. For most characteristics, the value ranking and the effectiveness rating (ordered from one to ten) differed no more than one position, with the characteristics as previously identified being implemented at a less than good level also being assigned the lower value rankings. While some discrepancies resulted, these did not represent the predominant pattern.

Management Dimension Analyses

Self-ratings, by role group, of role responsibility assumption and ratings by each of the other role groups were compared in a discrepancy analysis. This examination indicated good correspondence between self and other role ratings of the extent to which responsibilities were being assumed.

This correspondence was particularly evident for the secondary level intern, administrative field coordinator and teaching assistant analyses. Secondary intern self-ratings differed significantly in only two instances with ratings of their role responsibility assumption made by all other role groups. Administrative field coordinator and teaching assistant self-ratings corresponded

in all cases with ratings by other role groups.

Elementary level intern self-ratings of role responsibility assumption and those of both field associate teacher levels produced the largest number of significant differences with ratings by other role groups. Methods and clinic professor ratings accounted for most of the significant differences for interns; intern ratings accounted for most of the significant differences for field associate teachers.

It should be noted, however, that the number of significant differences resulting from the discrepancy analyses of role responsibility effectiveness represent less than twenty percent of all comparisons made between self and other role group ratings. Correspondence resulted for all other comparisons.

Product Dimension Analyses

Teaching performance of graduates and their attitudes toward the preparation program comprised the product dimension of Northline. Raw data obtained routinely from all teacher education graduates provided performance and attitude measures for analyzing this dimension. Both sets of data utilized a Likert rating scale with the low end representing the best rating.

Performance measures were obtained from the intern summative evaluation on the Performance Based Evaluation Instrument (PBEI) used in assessing all university intern teachers. The eleven PBEI performance categories relate directly to the eleven program objectives specified in Part One (page 4).

Attitude measures were obtained from responses to a questionnaire about effectiveness of individual program components, e.g., courses and teaching practicum, as well as effectiveness of the total program in preparing interns to demonstrate criteria associated with the performance categories.

Both levels of Northline interns were rated consistantly between the outstanding and excellent range on the PBEI (1.00 - 2.00 mean). All though elementary level interns were rated better than secondary level intern on most of the eleven categories these differences were not significant.

Similarly, both levels of interns rated total program effectiveness in preparing them to demonstrate the PBEI performance criteria between thorough and adequate (1.00 - 2.00 mean).

This same pattern (1.00 - 2.00 mean) held for both intern levels when rating effectiveness of separate program components related to the teaching practicum, e.g., the field associate teacher. However, while some mean ratings of coursework fell between the thorough and adequate range (1.00 - 2.00 mean), other mean ratings ranged between adequate and inadequate (2.00 - 3.00 mean),

with two mean ratings below that level.

The marked difference between intern attitude ratings on individual program components and ratings on total program effectiveness is puzzling. Perhaps the highly favorable attitude exhibited toward the field components becomes an overriding factor when rating total program effectiveness.

Conclusions

This study has demonstrated the efficacy of a Perceptual Discrepancy Analysis Model for the internal evaluation of a teacher education program. The model facilitated collection and analysis of data relevant to the research questions central to this investigation.

Based on statistical results obtained through this internal evaluation of Northline three conclusions can be made.

First, Northline does represent a systematically conceived program. Participants in the various role groups, with limited exceptions are cognizant of the program characteristics and their value in effective program implementation. In addition, most participants perceived these characterisitcs to be implemented with considerable effectiveness. It was interesting to note the gradual convergence of intern and field associate teacher perceptions as interns moved through the multi-quarter program.

Secondly, the management system, based on designated responsibilities for each role group, functions effectively in most instances. The strong correspondence of perceptions among the ten participant groups about role effectiveness indicates high level awareness of self and other group responsibilities. This correspondence also confirms awareness of how well these responsibilities are being assumed.

Finally, performance measures clearly indicate that Northline produces interns who demonstrate superior teaching competence. Also, attitude measures indicate that Northline interns generally hold favorable attitudes toward their coursework and teaching practicum experiences.

Therefore, this internal evaluation has served to validate statistically the strengths and credibility of three basic Northline dimensions, the program assumptions (characteristics), the management system, and the program product.

PART SEVEN

GENERAL PROGRAM CONCERNS RELATED TO ALL THREE PROGRAM PATTERNS

Introduction

This part of the Northline internal evaluation report focuses on concerns expressed frequently by interns and other program personnel that relate to the total preparation program rather than specifically to Northline. While Northline provides opportunity for such concerns to be examined through its committee structure, those most frequently discussed are included in this comprehensive Northline evaluation. The obtained data provides a broader base for program review than is possible through the operations committee structure.

Observation suggests that the majority of expressed concerns cluster around the kinds of requirements included in the University of Washington certification program and their sequencing within the program. Northline participants responded to nine such concern statements, each one accompanied by multiple options related specifically to that concern.

Data from participant responses are summarized independently for each concern, as there are no necessary relationships between or among any of these concerns. Also, the options differ from concern to concern. Each page of summary data identifies the concern, classifications and numbers of respondents, and the number of absolute responses to each option provided for that concern. Responses of interns and field associate teachers, by level, appear for each quarter of participation and for pooled responses. Field personnel and campus personnel responses appear by program participation and pooled for field and for campus. The pooled total represents the sum of all other pooled responses.

No attempt has been made to establish the significance of these results. However, each summary sheet is followed by a brief interpretation of responses to that concern. Suggestions made in response to the "other" category are not included in this report. However, these suggestions are being reviewed for possible program modification implications.

Concern #1: The present requirement stipulates completion of 70 percent of the academic major prior to admission to the program.

Respondents	N	Responses				
		Satisfactory	Completed Major Before Entry	Have BA Before Entry	Other	No Response
El. Interns-1	20	9	9	2		
El. Interns-2	17	8	6	1	2	
El. Interns-3	16	3	13			
El. Interns-4	20	4	15			1
Pooled El. Interns	73	24	43	3	2	1
Sec. Interns-1	3	3				
Sec. Interns-2	11	5	5		1	
Sec. Interns-3	24	7	16		1	
Pooled Sec. Interns	38	15	21		2	
Pooled Interns	111	39	64	3	4	1
El. FA-1	7	6	1			
El. FA-2	14	6	6	1		1
El. FA-3	12	8	2	1		1
El. FA-4	17	3	8		2	4
Pooled El. FA	50	23	17	2	2	6
Sec. FA-1	1	1				
Sec. FA-2	1	1				
Sec. FA-3	19	10	6		1	2
Pooled Sec. FA	21	12	6		1	2
Pooled FA	71	35	23	2	3	8
El. Principal	13	12	1			
Sec. Principal	5	5				
Pooled Principal	18	17	1			
Field Coordinator	1		1			
AFC	2		1		1	
Pooled Field Personnel	21	17	3		1	
El. Meth. Prof.	7	1	6			
Sec. Meth. Prof.	3	2	1			
Gen. Sk. Prof.	2		1		1	
Pooled Prof.	12	3	8		1	
El. TA	4	3	1			
Fac. Coordinator	1				1	
Pooled Campus Personnel	17	6	9		2	
Pooled Total	220	97	99	5	10	?

NOTE: Absolute Frequency of Responses

ACADEMIC MAJOR

Concern One: *The present requirement stipulates completion of 70 percent of the academic major prior to admission to the program.*

_____ satisfactory as is

_____ major should be completed prior to entry

_____ completion of baccalaureate degree before entry

_____ other, please explain

This concern applies both to elementary and secondary level certification. Examination of data in the summary suggests a dichotomous response pattern. By discounting the "other" and "no response" options, 48 percent of the respondents consider the present requirement satisfactory while 52 percent indicate need for a more rigorous requirement.

Closer examination reveals that interns appear less satisfied with the present requirement than other program participants, with 37 percent favoring the 70 percent completion and 63 percent wanting a more rigorous requirement.

Campus personnel present a similar response pattern, with 40 percent satisfied with the present requirement and 60 percent favoring the completed major or B.A. before program entry.

Conversely, field associate teachers and other field personnel appear generally satisfied with the present requirement. Pooled responses of these participant groups indicate 65 percent favor the 70 percent completion of major while 35 percent favor a more rigorous requirement for entry.

Apparently, interns and campus personnel use a different frame of reference for considering this concern than that used by field personnel.

Concern #2: The present requirement stipulates completion of one course in either Art, Drama, or Music for elementary level certification.

Respondents	N	Responses					
		Satisfactory	Require Two	Require Three	Require None	Other	No Response
El. Interns-1	20	11	1	3	1	2	2
El. Interns-2	17	4	1	5	6	1	
El. Interns-3	16	11	1	1	1	2	
El. Interns-4	20	12	2	2	2	1	1
Pooled El. Interns	73	38	5	11	10	6	3
Sec. Interns-1	3		2				1
Sec. Interns-2	11			1	2	2	6
Sec. Interns-3	24	4	1			3	16
Pooled Sec. Interns	38	4	3	1	2	5	23
Pooled Interns	111	42	8	12	12	11	26
El. FA-1	7	2	4			1	
El. FA-2	14	9	1	2		1	1
El. FA-3	12	3	6	1	1		1
El. FA-4	17	6	5	2			4
Pooled El. FA	50	20	16	5	1	2	6
Sec. FA-1	1			1			
Sec. FA-2	1						1
Sec. FA-3	19	9	3	1			1
Pooled Sec. FA	21	9	3	2	1		6
Pooled FA	71	29	19	7	2	2	12
El. Principal	13	6	3	2	2		
Sec. Principal	5	3	1				1
Pooled Principal	18	9	4	2	2		1
Field Coord.	1	1					
AFC	2	2					
Pooled Field Pers.	21	12	4	2	2		1
El. Meth. Prof.	7	2	2	3			
Sec. Meth. Prof.	3	2	1				
Gen. Sk. Prof.	2	1					1
Pooled Prof.	12	5	3	3			1
El. TA	4	4					
Fac. Coord.	1	1					
Pooled Campus Pers.	17	10	3	3			1
Pooled Total	220	93	34	24	16	13	40

NOTE: Absolute Frequency of Responses

FINE ARTS REQUIREMENT FOR ELEMENTARY

Concern Two: *The present requirement stipulates completion of one course in either Art or Drama or Music for elementary level certification.*

_____ satisfactory as is
_____ require two
_____ require three
_____ require none
_____ other, please explain

As this requirement applies only to the elementary level program, 40 participants, mostly secondary, did not respond. By reducing the total number by that group and those responding to "other", 56 percent of the participants consider the present requirement satisfactory; 34 percent want the requirement increased; 10 percent want the requirement eliminated altogether.

This same response pattern held when eliminating responses from all secondary level participants. When using the pooled elementary level responses, 55 percent favor the present requirement, 35 percent want a more rigorous requirement, and 10 percent favor elimination of the requirement.

Even when pooling elementary level interns with their associated campus personnel and pooling all elementary level field personnel, only a slightly different response pattern emerges. Satisfactory ratings occur for 59 percent of interns and campus personnel with 28 percent wanting a more rigorous requirement and 13 percent wanting the requirement eliminated. Half of the field personnel consider the present requirement satisfactory with 45 percent wanting a more extensive requirement and 5 percent favoring elimination of the fine arts requirement altogether.

This concern evokes a consistent response pattern across all three comparisons.

Concern #3: Sequencing of requirement that stipulates completion of one course in either Art, Drama or Music for elementary level certification.

Respondents	N	Responses				
		Completed Before Entry	Completed During Program	Defer to 5th Year	Other	No Response
El. Interns-1	20	5	10	1	2	2
El. Interns-2	17	5	4	2	5	1
El. Interns-3	16	9	3	4		
El. Interns-4	20	13	5	1		1
Pooled El. Interns	73	32	22	8	7	4
Sec. Interns-1	3		1	1		1
Sec. Interns-2	11	1		1	3	6
Sec. Interns-3	24	5	4			15
Pooled Sec. Interns	38	6	5	2	3	22
Pooled Interns	111	38	27	10	10	26
El. FA-1	7	2	3			2
El. FA-2	14	6	4	2		2
El. FA-3	12	2	4	2	2	2
El. FA-4	17	5	6	3		3
Pooled El. FA	50	15	17	7	2	9
Sec. FA-1	1					1
Sec. FA-2	1					1
Sec. FA-3	19	9	1	3	1	5
Pooled Sec. FA	21	9	1	3	1	7
Pooled FA	71	24	18	10	3	16
El. Prin.	13	3	9	1		
Sec. Prin.	5		3			2
Pooled Prin.	18	3	12	1		2
Field Coord.	1				1	
AFC	2		1		1	
Pooled Field Personnel	21	3	13	1	2	2
El. Methods Prof.	7	6	1			
Sec. Meth. Prof.	3	3				
Gen. Sk. Prof.	2		1			1
Pooled Prof.	12	9	2			1
El. TA	4	3		1		
Fac. Coord.	1				1	
Pooled Campus Personnel	17	12	2	1	1	1
Pooled Total	220	77	60	22	16	45

NOTE: Absolute Frequency of Responses

SEQUENCING OF THE FINE ARTS REQUIREMENT

Concern Three: *The present requirement stipulates completion of one course in either Art, Music or Drama during the program prior to the final quarter. The preferred sequence would be:*

_____ complete before entry
_____ complete during program
_____ defer to fifth year
_____ other, please explain

This concern, as with the second one, applies only to the elementary level. Pooled responses of all participants indicate that 38 percent favor the present sequence; 48 percent favor completion prior to program entry; 14 percent favor deferring the requirement until the fifth year program.

As with the previous concern, by eliminating responses from secondary level participants, the same pattern appears. Forty percent favor the present sequence; 47 percent favor completion before program entry; 13 percent favor deferral to the fifth year. Examining the data still another way reveals that 32 percent of elementary interns and their associate campus personnel favor completion within the program; 56 percent favor completion before program entry; 12 percent favor deferral of the requirement. Pooled field personnel, however, favor the present sequence (within program) by 51 percent; 34 percent favor completion before program entry; 15 percent favor deferral to the fifth year.

Again it appears that interns and campus personnel use a different frame of reference in responding to this concern than that used by field personnel.

Concern #4: Sequencing of the required course in crucial issues.

Respondents	N	Responses				
		Satisfactory	Complete in Final Quarter	Defer to 5th Year	Other	No Response
El. Interns-1	20	8	2	2	6	2
El. Interns-2	17	4	9		3	1
El. Interns-3	16	4	1	5	6	
El. Interns-4	20	5		7	7	1
Pooled El. Interns	73	21	12	14	22	4
Sec. Interns-1	3	2			1	
Sec. Interns-2	11	4	1	6		
Sec. Interns-3	24	8	1	8	7	
Pooled Sec. Interns	38	14	2	14	8	
Pooled Interns	111	35	14	28	30	4
El. FA-1	7	2	1	1		3
El. FA-2	14	6	7			1
El. FA-3	12		2	4		6
El. FA-4	17	2	3	4	5	3
Pooled El. FA	50	10	13	9	5	13
Sec. FA-1	1	1				
Sec. FA-2	1					1
Sec. FA-3	19	10		1	3	5
Pooled Sec. FA	21	11		1	3	6
Pooled FA	71	21	13	10	8	19
El. Principal	13	10	1	2		
Sec. Principal	5	2			1	2
Pooled Principal	18	12	1	2	1	2
Field Coord.	1			1		
AFC	2	1		1		
Pooled Field Personnel	21	13	1	4	1	2
El. Meth. Prof.	7	1		3	2	1
Sec. Meth. Prof.	3			2		1
Gen. Sk. Prof.	2		1		1	
Pooled Prof.	12	1	1	5	3	2
El. TA	4	1		1		2
Fac. Coord.	1				1	2
Pooled Campus Personnel	17	2	1	6	4	4
Pooled Total	220	71	29	48	43	29

NOTE: Absolute Frequency of Responses

SEQUENCING OF CRUCIAL ISSUES

Concern Four: *The present requirement stipulates completion of the crucial issues course during the program prior to the final quarter. The preferred sequence would be:*

_____ satisfactory as is
_____ complete during final quarter
_____ defer to fifth year
_____ other, please explain

Seventy-two persons, representing one-third of all Northline respondents, either did not mark a preferred option for this concern or made a suggestion for the "other" option. This large group cannot be explained by level as the crucial issues course is required of all certification candidates. Interns provided the most "other" responses and field personnel contributed most to the "no response."

When pooling the 148 responses to the first three options, 48 percent consider the present sequence (within the program) satisfactory; 20 percent favor completion during final quarter; 32 percent favor deferral to the fifth year.

By pooling intern and campus responses, 43 percent indicate satisfaction with the present requirement; 17 percent favored completion during the final quarter; 40 percent favor deferral to the fifth year. Pooled field personnel results indicate that 56 percent consider the present sequence satisfactory; 22 percent favor completion during the final quarter; 22 percent favor deferral to the fifth year.

Again, as with the first and third concern, participant orientation, field or campus, appears to produce a different response pattern.

Concern #5: Sequencing of the socio-ethnic requirement.

Respondents	N	Responses			
		Satisfactory	Complete Prior To Entry	Other	No Response
El. Interns-1	20	14	4	1	1
El. Interns-2	17	7	8	2	
El. Interns-3	16	6	10		
El. Interns-4	20	4	6	8	2
Pooled El. Interns	73	31	28	11	3
Sec. Interns-1	3	3			
Sec. Interns-2	11	5	3	3	
Sec. Interns-3	24	9	6	9	
Pooled Sec. Interns	38	17	9	12	
Pooled Interns	111	48	37	23	3
El. FA-1	7	2	1		4
El. FA-2	14	7	5	1	1
El. FA-3	12	2	6	1	3
El. FA-4	17	4	5	2	6
Pooled El. FA	50	15	17	4	14
Sec. FA-1	1				1
Sec. FA-2	1				1
Sec. FA-3	19	9	5	3	2
Pooled Sec. FA	21	9	5	3	4
Pooled FA	71	24	22	7	18
El. Principal	13	12	1		
Sec. Principal	5	2		1	2
Pooled Principal	18	14	1	1	2
Field Coord.	1			1	
AFC	2	1		1	
Pooled Field Personnel	21	15	1	3	2
El. Methods Prof.	7		6		1
Sec. Meth. Prof.	3	1	1		1
Gen. Sk. Prof.	2		2		
Pooled Prof.	12	1	9		2
El. TA	4	1	1		2
Fac. Coord.	1		1		
Pooled Campus Personnel	17	2	11		4
Pooled Total	220	89	71	33	27

NOTE: Absolute Frequency of Responses

SEQUENCING OF SOCIO-ETHNIC REQUIREMENT

Concern Five: *The present requirement stipulates completion of the socio-ethnic requirement before entry or during the program prior to the final quarter. The preferred sequence would be:*

_____ satisfactory as is

_____ complete prior to entry

_____ other, please explain

As with the previous concern, a large number did not respond or provided a suggestion for the "other" option. This requirement also applies to both levels of certification. Interns contributed most to the "other" response category and more field personnel did not respond to this concern.

Pooled total responses to the first two options indicate that 56 percent favor the present requirement; 44 percent favor completion prior to program entry.

Pooled intern and campus personnel favor the present sequence by 51 percent; 49 percent favor completion prior to program entry. Pooled field personnel, however, consider the present sequence satisfactory by 63 percent with 37 percent favoring completion prior to entry into the program.

This response pattern resembles that found with the first, third and fourth concerns.

Concern #6: The present requirement stipulates completion of a single course in teaching reading for elementary level certification.

Respondents	N	Responses			
		Satisfactory	Increase Requirement	Other	No Response
El. Interns-1	20	12	1	3	4
El. Interns-2	17	8	7	2	
El. Interns-3	16	10	5	1	
El. Interns-4	20	4	13	2	1
Pooled El. Interns	73	34	26	8	5
Sec. Interns-1	3		2		1
Sec. Interns-2	11		2	4	5
Sec. Interns-3	24	6	1	3	14
Pooled Sec. Interns	38	6	5	7	20
Pooled Interns	111	40	31	15	25
El. FA-1	7	1	5		1
El. FA-2	14	5	6	2	1
El. FA-3	12	2	7	1	2
El. FA-4	17	2	7	2	6
Pooled El. FA	50	10	25	5	10
Sec. FA-1	1				1
Sec. FA-2	1				1
Sec. FA-3	19	6	7	1	5
Pooled Sec. FA	21	6	7	1	7
Pooled FA	71	16	32	6	17
El. Principal	13	3	10		
Sec. Principal	5	1	2		2
Pooled Principal	18	4	12		2
Field Coord.	1		1		
AFC	2		2		
Pooled Field Personnel	21	4	15		2
El. Meth. Prof.	7	2	3	1	1
Sec. Meth. Prof.	3	1	1		1
Gen. Sk. Prof.	2			1	1
Pooled Prof.	12	3	4	2	3
El. TA	4	1	3		
Fac. Coord.	1	1			
Pooled Campus Personnel	17	5	7	2	3
Pooled Total	220	65	85	23	47

NOTE: Absolute Frequency of Responses

READING REQUIREMENT FOR ELEMENTARY

Concern Six: *The present requirement stipulates completion of a single course in teaching reading for elementary level certification.*

_____ satisfactory as is
_____ increases requirement
_____ other, please explain

As this concern relates to the elementary level, almost half of all secondary level participants gave no response. Of special interest, however, is the number of elementary level participants who gave no response.

Pooled responses to the first two options indicate that 43 percent consider the present requirement satisfactory; 57 percent think the requirement should be increased. When considering only elementary level responses, the same pattern holds. In this comparison, 42 percent consider the present requirement satisfactory; 58 percent favor increasing the reading requirement.

Further examination of the data indicates that 53 percent of the elementary level interns and their associated campus personnel involved in the program consider the present requirement satisfactory while 47 percent think the requirement should be increased. However, only 25 percent of the elementary field personnel consider the present requirement satisfactory while 75 percent think the requirement should be increased.

Elementary field personnel present a markedly different response pattern to the reading concern than that of elementary interns and campus personnel.

Concern #7: In the present situation there is no requirement for a course in reading for secondary level certification.

Respondents	N	Responses				
		Satisfactory	Add For All	Add for LA & SS	Other	No Response
El. Interns-1	20	7	6	1	2	4
El. Interns-2	17	1	15	1		
El. Interns-3	16	3	9	2	1	1
El. Interns-4	20	5	9		3	3
Pooled El. Interns	73	16	39	4	6	8
Sec. Interns-1	3		1	2		
Sec. Interns-2	11	5	2	4		
Sec. Interns-3	24	10	11	3		
Pooled Sec. Interns	38	15	14	9		
Pooled Interns	111	31	53	13	6	8
El. FA-1	7	2	4			1
El. FA-2	14	2	6	4		2
El. FA-3	12		8	1	1	2
El. FA-4	17	4	5			8
Pooled El. FA	50	8	23	5	1	13
Sec. FA-1	1	1				
Sec. FA-2	1			1		
Sec. FA-3	19	6	10	1		2
Pooled Sec. FA	21	7	10	2		2
Pooled FA	71	15	33	7	1	15
El. Principal	13	2	10	1		
Sec. Principal	5		2	1		2
Pooled Principal	18	2	12	2		2
Field Coord.	1			1		
AFC	2				2	
Pooled Field Personnel	21	2	12	3	2	2
El. Meth. Prof.	7	3	2	1		1
Sec. Meth. Prof.	3		1	1		1
Gen. Sk. Prof.	2			2		
Pooled Prof.	12	3	3	4		2
El. TA	4	1	2	1		
Fac. Coord.	1			1		
Pooled Campus Personnel	17	4	5	6		2
Pooled Total	220	52	103	29	9	27

NOTE: Absolute Frequency of Responses

READING REQUIREMENT FOR SECONDARY

Concern Seven: *In the present situation there is no requirement for a course in teaching reading for secondary level certification.*

_____ satisfactory as is

_____ add a requirement for all teaching majors

_____ add a requirement for language arts and social studies

_____ other, please explain

Twenty-four of the "no responses" to the concern about secondary level reading came from elementary level participants and only three from secondary level persons. All secondary interns responded to one of the first three options.

For the total pooled response, 28 percent approve of the present situation with no reading course required for secondary level preparation; 56 percent favor a required reading course for all in the secondary level certification program; an additional 16 percent favor a required reading course for language arts and social studies only.

When considering only the responses of secondary level participants, 33 percent consider the absence of a reading requirement to be satisfactory; 42 percent favor adding a reading requirement for all secondary level majors; 25 percent favor adding a reading course only for language arts and social studies majors.

Further examination of the data reveals that, when pooling the secondary intern and associated campus personnel responses, 35 percent consider the present practice to be satisfactory; 36 percent favor adding a reading requirement for all; 29 percent favor a reading course only for language arts and social studies majors.

For the pooled secondary field personnel, 26 percent consider the present requirement to be satisfactory; 48 percent favor adding the requirement for all secondary certification candidates; 26 percent think the requirement should apply only to candidates with language arts and social studies teaching majors.

In all three comparisons, results indicate that the present situation needs to be changed.

Concern #8: The present situation stipulates a requirement for field experience in each quarter of the program.

Respondents	N	Responses				
		Satisfactory	Increase	Decrease	Other	No Response
El. Interns-1	20	11	2	1	3	3
El. Interns-2	17	13		3	1	
El. Interns-3	16	13	1	2		
El. Interns-4	20	16	2	1		1
Pooled El. Interns	73	53	5	7	4	4
Sec. Interns-1	3	2		1		
Sec. Interns-2	11	5	1		5	
Sec. Interns-3	24	19	2	3		
Pooled Sec. Interns	38	26	3	4	5	
Pooled Interns	111	79	8	11	9	4
El. FA-1	7	6				1
El. FA-2	14	9	4			1
El. FA-3	12	10	1			1
El. FA-4	17	10	1			6
Pooled El. FA	50	35	6			9
Sec. FA-1	1	1				
Sec. FA-2	1	1				
Sec. FA-3	9	11	3	1	2	2
Pooled Sec. FA	21	13	3	1	2	2
Pooled FA	71	48	9	1	2	11
El. Principal	13	13				
Sec. Principal	5	2			1	2
Pooled Principal	18	15			1	2
Field Coord.	1	1				
AFC	2	2				
Pooled Field Personnel	21	18			1	2
El. Meth. Prof.	7	3		3		1
Sec. Meth. Prof.	3	2				1
Gen. Sk. Prof.	2	2				
Pooled Prof.	12	7		3		2
El. TA	4	4				
Fac. Coord.	1	1				
Pooled Campus Pers.	17	12		3		2
Pooled Total	220	157	17	15	12	19

NOTE: Absolute Frequency of Responses

FIELD EXPERIENCE REQUIREMENT

Concern Eight: *The present situation stipulates a requirement for field experience in each quarter of the program.*

_____ satisfactory as is
_____ amount should be increased
_____ amount should be decreased
_____ other, please explain

Based on the first three options, responses to this concern strongly support the present situation requiring field experience in each quarter of the program, with 83 percent indicating satisfactory, 9 percent favoring an increase and 8 percent favoring a decrease in field experience. Twelve persons, mostly interns, responded to "other", and 19 persons, mostly field associate teachers, made no response.

Based on absolute responses, 71 percent of the pooled total consider the present situation satisfactory, with interns favoring the present situation by 71 percent, field associates by 68 percent, other field personnel by 86 percent, and pooled campus personnel by 71 percent.

It appears that,across all participants,this concern evokes negligible dissatisfaction.

Concern #9: The University provides limited psychological counseling opportunities when requested by interns.

Respondents	N	Responses			
		Satisfactory	Increase	Other	No Response
El. Interns-1	20	10	2	4	4
El. Interns-2	17	5	5	6	1
El. Interns-3	16	10	5	1	
El. Interns-4	20	9	7	2	2
Pooled El. Interns	73	34	19	13	7
Sec. Interns-1	3	1	1	1	
Sec. Interns-2	11	7	3		1
Sec. Interns-3	24	11	4	7	2
Pooled Sec. Interns	38	19	8	8	3
Pooled Interns	111	53	27	21	10
El. FA-1	7	4	1	1	1
El. FA-2	14	9	3	1	1
El. FA-3	12	7	2	2	1
El. FA-4	17	5	3	1	8
Pooled El. FA	50	25	9	5	11
Sec. FA-1	1	1			
Sec. FA-2	1				1
Sec. FA-3	19	10	3	3	3
Pooled Sec. FA	21	11	3	3	4
Pooled FA	71	36	12	8	15
El. Principal	13	9	2	2	
Sec. Principal	5	3	1		1
Pooled Principal	18	12	3	2	1
Field Coord.	1	1			
AFC	2	2			
Pooled Field Pers.	21	15	3	2	1
El. Meth. Prof.	7	4	3		
Sec. Meth. Prof.	3	2	1		
Gen. Sk. Prof.	2	1	1		
Pooled Prof.	12	7	5		
El. TA	4	3			1
Fac. Coord.	1	1			
Pooled Campus Pers.	17	11	5		1
Pooled Total	220	115	47	31	27

NOTE: Absolute Frequency of Responses

PSYCHOLOGICAL COUNSELING OPPORTUNITIES

Concern Nine: *The University provides limited psychological counseling opportunities when requested by interns.*

_____ satisfactory as is
_____ should be increased
_____ other, please explain

Fifty-eight persons, representing 26 percent of the total, did not respond or gave other answers to this concern.* Of the remaining respondents, 71 percent consider the present provision satisfactory and 29 percent favor an increase in psychological counseling opportunities. By participant classification, 66 percent of the interns consider the present provision satisfactory, 75 percent of the field associate teachers consider the present provision adequate, 83 percent of other field personnel consider it satisfactory, and 69 percent of campus personnel do likewise.

As this concern requires direct intern participation, perhaps the suggestions provided by the 21 interns to the "other" option will reflect the perceptions of persons who have attempted to use the present services.

* Interns represent 31 of the 58, indicating that 28 percent of the interns gave another response or did not respond at all.

REFERENCES

Beal, Jack L. and Dimmitt, Norma M. A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns, ERIC Clearinghouse on Education, ED 107630, October 1975.

Petery, S. A Reliability Study of Two Performance-Based Evaluation Instruments. Unpublished Doctoral Dissertation, University of Washington, Seattle, 1974.

APPENDIX A

INTERNAL EVALUATION OF NORTHLINE

The Northline Consortium Steering Committee thanks you for your assistance today. As you know, continuing evaluation of the strengths and weaknesses of our program is an important part of the Northline design and to modification of its evolving program.

Today we ask your help in addressing three aspects of the Northline program design. First, we are interested in some feedback on the extent to which you feel the role agents in the Northline program are fulfilling their role responsibilities as defined by the Consortium. Second, we ask you to rate the degree to which ten characteristics of the program are operational and their degree of importance to the program. Third, we ask for your ratings with respect to some issues common to all TEPFO patterns.

The attached questionnaire will call for different types of judgements on your part. Please read the directions carefully. When answering, read each item carefully and be sure to mark your form in the appropriate place.

Participation in completing the questionnaire is voluntary. However, your response to the questionnaire signifies that you consent to be involved in the evaluation study.

Responses to the questionnaire are strictly anonymous. To assist in the analysis of obtained data however, please check the appropriate boxes related to the following information.

School Level: Elementary ☐
Secondary ☐

Quarter of Participation: E 1☐ 2☐ 3☐ 4☐
S 1☐ 2☐ 3☐

Number of years of Northline Involvement 1☐
2☐
3☐
4☐
5☐

Role Agent:

Interns ☐
Field Associate Teachers ☐
Field Coordinators ☐
Administrative Field Coordinators ☐
School Principals ☐
Teaching Assistants ☐
Generic Skills Professors ☐
Methods Clinic Professors ☐
Clinic Coordinators ☐
Faculty Coordinator ☐

Characteristics of Northline

The following ten statements represent basic characteristics of the Northline-University of Washington Teacher Certification Consortium. Using your best judgment place a check in the column corresponding to the rating ("poor" or "fair" or "good" or "excellent") you believe best describes how successfully each characteristic is being implemented in the program.

Use the Insufficient Evidence column ONLY when you have no basis for making a judgment.

ASSUMPTIONS The program provides opportunity for:	RATING INDICATORS				
	Poor	Fair	Good	Excellent	Insufficient Evidence
1. interns to learn and demonstrate teaching competencies that apply across subjects and teaching levels.					
2. evaluation of interns based on classroom teaching performance.					
3. interns to learn and demonstrate competence related to the teacher as a person, a scholar, and a facilitator.					
4. individualization of interns' program experiences.					
5. interns to demonstrate competencies over time and in varied teaching situations.					
6. intern acquisition of knowledge about teaching with concurrent application experiences in the classroom.					
7. identification and remediation of problems related to intern teaching performance.					
8. interns to be screened and selected through a standardized process.					
9. continuing career development for field associate teachers.					
10. collaborative management of program activities.					

In the ten blanks that follow, place the number of each characteristic in order of its relative importance, with the most important first.

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____,

INTERNS

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility.

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. become acquainted with faculty, staff, school facilities, district, and community.				
2. attend and actively participate in the clinics including methods and scheduled seminars.				
3. meet individually and in scheduled seminars with the administrative field coordinator, field coordinator, and/or the clinic associates.				
4. complete assigned clinic including methods and field tasks.				
5. apply techniques learned in the clinic including methods and from the field associate teacher.				
6. observe field associate systematically, focusing on specific teaching skills emphasized in the clinic.				
7. observe other interns, teachers, grade levels, subject areas when possible.				
8. assume increased teaching responsibility according to readiness and ability, determined mutually with field associates teachers.				

INTERNS.....

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
9. maintain a realistic balance between Northline responsibilities and personal responsibilities.				
10. accept various extra-class responsibilities expected of teachers, e.g., assemblies and student activities.				
11. develop an analytical, constructive approach to solving teaching learning problems.				
12. make regular evaluations of own progress in applying teaching techniques and discuss these with the field associate and clinic associate.				

FIELD ASSOCIATES TEACHERS

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility.

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. acquaint intern with school personnel and physical plant.				
2. provide intern with school schedules.				
3. inform intern of building policies on discipline, regulations grading, etc.				
4. share and demonstrate classroom management techniques.				
5. teach specific lessons for the intern to observe and discuss.				
6. demonstrate specific methods and teaching strategies.				
7. explain how to plan lessons and units.				
8. share teaching philosophy with the intern.				
9. cooperate fully with university personnel and with administrative coordinators.				
10. plan with the intern to fit clinic assignments into the classroom schedule.				
11. preview and critique intern lesson plans.				

FIELD ASSOCIATES TEACHERS.....

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
12. allow the intern freedom to discover the most personally effective teaching style and approaches.				
13. arrange with the intern a schedule of consistent and constructive observations, critiques, and evaluations.				
14. discuss the observed teaching throughout the program, using the instruments provided.				
15. complete all evaluations thoughtfully, meeting the scheduled dates for required evaluations.				
16. emphasize professional responsibilities with the intern.				
17. attend meetings planned for field associates.				

FIELD COORDINATORS

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility.

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. demonstrate thorough knowledge of the Northline program, its purposes, objectives, and procedures.				
2. observe intern performance in the classroom, reinforcing field associate observations, teaching, and evaluation of the intern				
3. participate in evaluation of the intern throughout the program.				
4. provide counseling and feedback to interns.				
5. assist in orientation tasks for interns.				
6. operate or assist in necessary seminars for interns and/or field associate teachers.				
7. consult with interns, field associates, and principals regarding intern progress and recommend necessary accommodations.				
8. provide counsel or appropriate referral sources for the interns.				
9. assist the field associate in observing and evaluating the intern.				
10. insure field associate understanding of the program and their teacher preparation role.				
11. cooperate with field associates in meeting, intern learning activities, orientation sessions.				

ADMINISTRATIVE FIELD COORDINATORS

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility.

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. orient interns to district policies and procedures.				
2. orient interns to the Northline program.				
3. coordinate the planning and implementation of all field seminars.				
4. make accommodations or change in intern assignment, when necessary.				
5. act as a liason between all program participants.				
6. help in coordinating clinic classroom experiences.				
7. assist in resolving problems.				
8. provide orientation experiences for field associates new to the program.				
9. hold regular meetings with field associates to provide on-going communication and development within the program.				
10. facilitate communication between professors and field associates.				

ADMINISTRATIVE FIELD COORDINATORS.....

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
11. assist field associates in observing and evaluating intern teaching.				
12. facilitate communication between field associates and interns, assisting in resolving problems, when necessary.				

SCHOOL PRINCIPALS

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility.

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. develop a cooperative, constructive working relationship with program in administering the program within the context of school and district policies.				
2. share with the field associates and field coordinators in-school responsibility for interns.				
3. work with administrative field coordinators in selecting field associates within their own buildings, applying Northline criteria.				
4. encourage involvement of school personnel and other teachers in implementing the program.				
5. assist in evaluating field coordinators, using established criteria.				
6. assist in evaluating field associate teachers and their ability to work with interns, when pertinent.				
7. observe the intern teaching at least once during the final quarter.				

TEACHING ASSISTANTS

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility.

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. serve as the clinic-field liaison among interns, field associates, administrative field coordinators, and university personnel.				
2. demonstrate thorough knowledge of the Northline program, its purposes, objectives, and procedures.				
3. assist in resolving problems of implementation and interaction.				
4. observe intern performance in the classroom, reinforcing field associate observations, teaching, and evaluation of the intern.				
5. provide counseling and feedback to interns.				
6. assist interns in establishing a reasonable balance between clinic and field experiences.				
7. provide counsel or appropriate referral sources for the interns.				
8. assist the field associate in observing and evaluating the intern.				
9. serve as translators of clinic tasks and activities to field personnel.				
10. facilitate intern field opportunities for clinic activities and objectives.				

GENERIC SKILLS PROFESSORS

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility.

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. prepare and present materials on generic teaching skills, attitudes and competencies.				
2. provide assignments and tasks to be completed in the field, with cooperation of the field associates.				
3. provide interns with an option of making special arrangements to complete clinic assignments in the field.				
4. prepare interns to develop a variety of appropriate learning activities and instructional modes.				
5. prepare interns to conduct effective classroom management.				
6. prepare interns to develop classroom observation skills.				
7. communicate to field associates through administrative field coordinators so skills presented in the clinic can be applied by interns in the classroom.				
8. provide a master calendar of clinic sessions and activities for interns, clinic-field coordinators, and field associates at the beginning of each quarter.				
9. coordinate clinic curriculum and instruction with methods professors to eliminate redundancy				
10. evaluate intern clinic performance.				
11. attend established meetings necessary to their role.				

METHODS CLINIC PROFESSORS

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility.

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. provide interns a functional syllabus for the class.				
2. prepare interns to translate discipline knowledge into objectives for public school students.				
3. prepare interns to develop a variety of appropriate learning activities and instructional modes.				
4. prepare interns to develop clear, concise and applicable lesson plans.				
5. prepare interns to conduct effective classroom management.				
6. prepare interns to effectively evaluate the teaching process and learner outcomes.				
7. prepare interns to develop warm and open classroom atmosphere.				
8. provide assignments to be done in the field.				
9. provide interns an option of making special arrangements with professors and field associates to meet individual differences, both in academic expertise of subject matter and differing classroom needs.				
10. coordinate methods class curriculum and instruction with other methods professors and clinic professors to eliminate redundancy and promote individualized intern learning.				
11. provide academic and competency-based evaluation of interns in methods classes or clinics.				

CLINIC COORDINATORS

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. assist clinic and/or methods course professors in program planning, implementation, and evaluation activities.				
2. consult with administrative field coordinators in the implementation of clinic and/or methods course assignments.				
3. consult with clinic associates in the implementation of their roles.				
4. provide feedback to clinic personnel relative to the effectiveness of their various role responsibilities.				
5. schedule and organize orientation meetings including university professor, clinic associates, field coordinators and field associates at the beginning of each quarter.				
6. conduct Orientation sessions for professors and clinic associates new to the program.				
7. serve as a consultant to program personnel in the resolution of clinic-related problems.				

FACULTY COORDINATOR

DIRECTIONS: Listed below are responsibilities specified by the Northline Consortium for the above role. Using the designated rating scale (thoroughly, adequately, inadequately) place a check in the column that best represents your perception of how well each separate responsibility is being implemented in the program. If you have absolutely no basis for rating an item, check the last column. (Insufficient Evidence)

NOTE: If this is your own role, check the column that best represents your perception of how well you are implementing each responsibility.

ROLE RESPONSIBILITIES	RATING INDICATORS			
	Thoroughly	Adequately	Inadequately	Insufficient Evidence
1. orients all new program personnel (professors, clinic-associates, field coordinators, teaching assistants) to Northline and explains the responsibilities to be assumed by each role.				
2. provides leadership in developing and implementing program evaluation and research.				
3. keeps informed about the progress of the program and quality if its operation through continuous evaluation, channeling recommendations to appropriate persons or groups for action.				
4. provides consultation and assistance in resolving clinic related problems.				

FOR EVERYONE

DIRECTIONS: Referring again to the responsibilities identified for your own role, please complete the following processes.

1. Immediately to the left of each numbered role responsibility, indicate the rating (1-5) you perceive best describes the value you place on each responsibility, using the following scale:

   1 = highest perceived value

   2 =
   3 = } intermediate values
   4 =

   5 = lowest perceived value

2. At the bottom of the page for your role, list the number used to identify each responsibility in terms of its relative value, with the number of the most valued responsibility listed first, followed in desceding order by the remaining responsibilities. The least valued responsibility will be listed last.

GENERAL CONCERNS

Northline interns frequently express concerns that are essentially related to the total teacher preparation program rather than to those that are Northline-specific. Observation suggests that these concerns seem to cluster around (1) the kinds of requirements and (2) their sequencing in the program. The concerns that are identified below have been selected because of the high frequency with which they are discussed. Your responses to these concerns will be helpful in accumulating a broader data base for program review than is possible through the committee structure alone.

Please check the response you believe best for each of the following statements.

1. The present requirement stipulates completion of 70 percent of the academic major prior to admission to the program.

   _____satisfactory as is

   _____major should be completed prior to entry

   _____completion of baccalaureate degree before entry

   _____other, please explain

2. The present requirement stipulates completion of one course in either Art or Drama or Music for elementary level certification.

   (a). _____satisfactory as is

   _____require two

   _____require three

   _____require none

   _____other, please explain

   (b). sequencing of requirement

   _____complete before entry

   _____complete during program

   _____defer to fifth year

   _____other, please explain

3. Sequencing of the required course in crucial issues.

_____satisfactory as is

_____complete during fourth quarter

_____defer to fifth year

_____other, please explain

4. Sequencing of the socio-ethnic requirement

_____satisfactory as is

_____complete prior to entry

_____other, please explain

5. The present requirement stipulates completion of a single course in teaching reading for elementary level certification.

_____satisfactory as is

_____increase requirement

_____other, please explain

6. In the present situation there is no requirement for a course in teaching reading for secondary level certification.

_____satisfactory as is

_____add a requirement for all teaching majors

_____add a requirement for language arts and social studies teaching majors only

_____other, please explain

7. The present situation stipulates a requirement for field experience in each quarter of the program.

_____satisfactory as is

_____amount should be increased

_____amount should be decreased

_____other, please explain

8. The University provices limited psychological counseling opportunities when requested by interns.

_____satisfactory as is

_____should be increased

_____other, please explain

APPENDIX B

MEAN TABLES

ABSOLUTE LIKERT RATING OF NORTHLINE CHARACTERISTICS

Characteristics of Northline	Elem Interns Mean (N=73)		Sec Interns Mean (N=38)		All Interns Mean (N=111)	
1	1.667	.616	1.351	.538	1.553	.606
2	1.642	.667	1.868	.811	1.724	.727
3	1.642	.690	1.605	.595	1.629	.654
4	1.984	.833	1.838	.800	1.930	.820
5	1.603	.708	1.472	.609	1.556	.673
6	1.855	.753	1.737	.795	1.813	.766
7	1.788	.755	1.763	.714	1.779	.737
8	1.955	.831	2.081	.924	2.000	.863
9	2.063	.836	2.304	.755	2.141	.816
10	2.050	.769	2.121	.650	2.075	.726

ABSOLUTE LIKERT RATING OF NORTHLINE CHARACTERISTICS

Characteristics of Northline	Secondary Intern Means		
	1st Quarter (N=3)	2nd Quarter (N=11)	3rd Quarter (N=24)
1	1.67	1.46	1.26
2	1.67	2.54	1.58
3	2.00	1.73	1.50
4	1.50	2.27	1.67
5	2.00	1.82	1.29
6	2.00	2.00	1.58
7	2.00	2.00	1.62
8	2.33	2.36	1.91
9	----	2.67	2.18
10	2.67	2.22	2.00

ABSOLUTE LIKERT RATING OF NORTHLINE CHARACTERISTICS

Characteristics of Northline	Elem FA Mean (N=50)		Sec FA Mean (N=21)		FA combined Mean (N=71)	
1	1.347	.561	1.238	.436	1.314	.526
2	1.260	.487	1.476	.680	1.324	.555
3	1.458	.651	1.286	.561	1.406	.626
4	1.851	.751	1.500	.761	1.746	.766
5	1.286	.577	1.238	.436	1.271	.536
6	1.583	.710	1.381	.590	1.522	.678
7	1.640	.563	1.714	.644	1.662	.584
8	1.814	.764	2.071	.829	1.877	.781
9	1.867	.757	1.600	.821	1.785	.780
10	1.958	.771	1.833	.924	1.924	.810

APPENDIX C cnt

UNIVERSITY OF WASHINGTON — COLLEGE OF EDUCATION

EVALUATION OF FIELD EXPERIENCE TEACHING PRACTICUM

Student _____
Last Name First Middle Maiden

Assignment _____ 1st 2nd 3rd 4th
Dates Hours per quarter

Subject(s)/Grade level School/District

Student (Signature)

PERTINENT INFORMATION ABOUT FIELD ASSIGNMENT:

SPECIFIC RECOMMENDATIONS FOR FIRST-YEAR ASSIGNMENT:

Academic Major(s) Level(s)

Academic Minor(s) Level(s)

Other areas of competence:

Faculty Coordinator (Signature)

Field Associate Teacher (Signature)

University Field Coordinator (Signature)

Norma M. Dimmitt, Director of Field Experiences

PERFORMANCE CRITERIA RATING SCALE:

Four areas of teaching performance are included: (1) Professional and Personal, (2) Instructional Preparation, (3) Instructional Implementation, (4) Instructional Evaluation. Behaviors considered essential to effective teaching are specified for categories within each area. Space is provided (*) for reporting behaviors unique to this student, setting subject. The performance profile to the right is based on the following five-point scale:

(O) Outstanding:	Far exceeds expectations for a beginning teache
(E) Excellent:	Exceeds expectations for a beginning teacher.
(G) Good	Meets expectations for a beginning teacher.
(W) Weak:	Barely meets expectations for a beginning teacher.
(U) Unsatisfactory:	Does not meet expectations for a beginning teacher.

Performance criteria are assessed to the left, using these scale definitions:

(+) Noticeable strength	(u) Unsatisfactory
(s) Satisfactory	(z) Not observable in this situation
(+) Needs improvement	

OVER-ALL EVALUATION OF TEACHING COMPETENCE:

PERFORMANCE CRITERIA — PERFORMANCE PROFILE

PROFESSIONAL AND PERSONAL	U	W	G	E	O
Exhibits Professional Qualifications					
_demonstrates genuine enthusiasm for teaching					
_relates positively with faculty and staff					
_assumes teaching and extra-class tasks responsibly					
_strives to improve teaching competence					
*					
Demonstrates Academic Preparation					
_demonstrates specific knowledge of subject(s) being taught					
_understands structure and sequence of subject development					
_applies general knowledge related to subject(s) being taught					
_uses English correctly in classroom communication					
*					
Exhibits Personal Attributes					
_demonstrates positive interpersonal relationships with learners					
_displays initiative in assuming teaching tasks					
_utilizes well-modulated, clearly-articulated speaking voice					
_exhibits confidence when teaching					
*					
INSTRUCTIONAL PREPARATION					
Diagnoses Learner Characteristics					
_recognizes abilities, handicaps, and interests of learners					
_interprets formal and informal feedback from learner behavior					
_considers present performance level of learners					
_recognizes individual and group learning difficulties					
*					
Develops Instructional Objectives					
_develops valid unit and lesson objectives for learners and subject					
_prescribes specific, measurable learner outcomes in lesson objectives					
_modifies expected outcomes for individual and group differences					
_communicates objectives and their importance to learners					
*					
Organizes Instruction to Achieve Objectives					
_prescribes appropriate teaching strategies and learner activities					
_designates introductory, concluding, and evaluating procedures					
_utilizes a variety of human, material, and environmental resources					
_anticipates the need for alternative strategies and activities					
*					
INSTRUCTIONAL IMPLEMENTATION					
Manages Learning Environment					
_enforces effective regulations in managing learning activities					
_establishes workable approach(es) for controlling learner disruptions					
_maintains a physical atmosphere which is conducive to learning					
_organizes efficient use of instructional materials and equipment					
*					
Facilitates Instructional Objectives					
_establishes motivation specific for learners and subject					
_paces instruction flexibly, in terms of feedback from learner behavior					
_modifies strategies and activities to facilitate learner achievement					
_summarizes to reinforce learning and achieve closure					
*					
Promotes Instructional Interaction					
_involves learners in active classroom participation					
_stimulates learner questions, responses, and discussions					
_promotes positive peer group interaction					
_capitalizes on unexpected interaction and learning opportunities					
*					
INSTRUCTIONAL EVALUATION					
Evaluates Achievement of Objectives					
_assesses learner achievement of objectives					
_recognizes what facilitated or restricted learner achievement					
_evaluates learner achievement by formal and informal procedures					
_encourages learners to assess their own achievement					
*					
Uses Evaluation Results					
_guides subsequent instruction in terms of learner achievement					
_encourages learners to apply new knowledge and skills					
_evaluates teaching effectiveness in terms of learner achievement					
_modifies teaching behaviors which restrict learner achievement					
*					

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APPENDIX D

MEAN RATINGS OF INTERN ATTITUDES TOWARD HOW WELL THE TOTAL PREPARATION PROGRAM ENABLED THEM TO DEMONSTRATE THE PBEI CRITERIA

	Mean	S.D.
Recognize individual and group learning difficulties	1.56	.55
Communicate objectives and their importance to learners	1.57	.52
Anticipate the need for alternative strategies and activities	1.48	.55
Organize efficient use of instructional materials and equipment	1.56	.66
Summarize to reinforce learning and achieve closure	1.50	.50
Demonstrate genuine enthusiasm for teaching	1.24	.43
Capitalize on unexpected interaction and learning opportunities	1.45	.55
Relates positively with faculty and staff	1.30	.52
Use English correctly in classroom communication	1.60	.66
Understand structure and sequence of subject development	1.49	.67
Modify expected outcomes for individual and group differences	1.65	.58
Designate introductory, concluding, and evaluating procedures	1.57	.52
Demonstrate specific knowledge of subject(s) being taught	1.41	.59
Evaluate learner achievement by formal and informal procedures	1.47	.50
Promote positive peer group interaction	1.35	.53
Modify strategies and activities to facilitate learner achievement	1.46	.50
Maintain a physical atmosphere which is conducive to learning	1.31	.49
Utilize a variety of human, material and environmental resources	1.36	.54
Encourage learners to assess their own achievement	1.58	.60
Interpret formal and informal feedback from learner behavior	1.41	.49
Prescribe specific, measurable learner outcomes in lesson objectives	1.47	.53
Exhibit confidence when teaching	1.28	.51
Utilize well-modulated, clearly-articulated speaking voice	1.35	.51
Apply general knowledge related to subject(s) being taught	1.30	.49
Strive to improve teaching competence	1.19	.43
Modify teaching behaviors which restrict learner achievement	1.49	.53
Considers present performance level of learners	1.39	.49
Display initiative in assuming teaching tasks	1.33	.62
Demonstrate positive interpersonal relationships with learners	1.25	.52
Recognize abilities, handicaps, and interests of learners	1.47	.55
Develop valid unit and lesson objectives for learners and subject	1.37	.49
Prescribe appropriate teaching strategies and learner activities	1.44	.53
Enforce effective regulations in managing learning activities	1.53	.58
Evaluate teaching effectiveness in terms of learner achievement	1.56	.53
Establish motivation specific for learners and subject	1.48	.55

	Mean	S.D.
Involve learners in active classroom participation	1.25	.47
Assess learner achievement of objectives	1.45	.53
Guide subsequent instruction in terms of learner achievement	1.51	.55
Encourage learners to apply new knowledge and skills	1.48	.55
Assume teaching and extra-class tasks responsibly	1.27	.53
Recognize what facilitated or restricted learner achievement	1.48	.55
Stimulate learner questions, responses, and discussions	1.36	.51
Pace instruction flexibly, in terms of feedback from learner behavior	1.45	.50
Establish workable approach(es) for controlling learner disruptions	1.57	.64